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ABSTRACT

This report updates information on trends in the participation of Hispanics, American Indians, Asian Americans, and African Americans in colleges and universities. Included are data concerning high school completion rates, college participation rates, undergraduate and graduate enrollments, and degree completion. Because the Hispanic population is the fastest growing of any other racial or ethnic group in the United States, yet educational attainment is the lowest, a special section focuses on the social, demographic, and educational attainment data for Hispanics. The report outlines the critical nature of the problem and identifies areas for future research and policy development. Statistical data concerning enrollments, high school completion rates, and degree attainment by race, age, gender, and ethnic group comprise 50 percent of the report. Among the findings are the following: (1) Hispanic high school completion rates and grades continue to be among the poorest of all groups studied; (2) African Americans and Hispanics made little progress in achieving parity with Whites in college participation during the latter half of the 1980s; (3) from 1986 to 1988, minority gains in college enrollments (7.2%) outpaced gains in total enrollment (4.3%), with Hispanics and Asian Americans leading other ethnic groups; and (4) African-Americans and Hispanics persist in college at considerably lower rates than other groups. (GLR)

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ERRATA

Page iv, Executive Summary, College Persistence section, third sentence should read: This compares with 55.6 percent of whites, ... (not 54.3 percent)

Page 5, fourth paragraph, fourth sentence should read: Between 1986 and 1988, Hispanic enrollment in professional schools remained stable at approximately 9,000 students. (not 14,000 students)

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Ninth Annual Status Report

Minorities in Higher Education

Deborah J. Carter and Reginald Wilson

American Council on Education
Office of Minorities in Higher Education
Blandina C. Ramirez, Director

January 1991

Acknowledgements

The Office of Minorities in Higher Education of the American Council on Education is pleased to issue the *Ninth Annual Status Report on Minorities in Higher Education*. This report has become an integral part of the Council's effort to inform our constituency of significant trends and issues for minorities. Your comments and suggestions on ways to improve the report are always welcomed.

We wish to acknowledge the outstanding work of Jorge Chapa, the principal researcher and writer of the special focus section on Hispanics. This report would not have been possible without the support of Eileen O'Brien, Lachone Fuquay, Robin Slaughter, and Boichi San. Special thanks are also extended to those who served as reviewers, especially Charles Andersen, Elaine El-Khawas, Art Hauptman, David Merkowitz, Cecilia Ottinger, Pat Smith, and Jim Murray.

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Executive Summary

This report examines available data on the progress of Hispanics, American Indians, Asian Americans, and African Americans in higher education. Its scope is mainly descriptive: it presents data on both the college participation rates and head count enrollments of different racial and ethnic groups.

High School Completion

- Gains African Americans made during the 1970s and early 1980s have narrowed the gap in the comparative high school completion rates of African American and white 18 to 24-year-olds. However, continued improvement is needed. Since 1984, there has been no further improvement in the combined high school completion rate for African American men and women, due to stagnation in the rate for African American men.
- The high school completion rates of Hispanics remain disturbingly low. Between 1985 and 1989, the Hispanic high school completion rate declined; in 1989, only 56 percent of Hispanic youth ages 18 to 24 had completed high school. Poor high school graduation rates continue to be a major barrier to the educational progress of the Hispanic population.
- American Indians and Native Alaskans also complete high school at extremely low rates. According to the most recent data on the educational attainment of American Indians and Native Alaskans ages 25 years and more, only 56 percent had completed four or more years of high school.

College Participation Rates

- Despite minority enrollment gains, Hispanics and African Americans made little progress in achieving parity with whites in college participation during the latter half of the 1980s. In 1989, for high school graduates in the 18-to-24 age group, 28.7 percent of Hispanics and 30.8 percent of African Americans were enrolled in college, compared to 38.8 percent of whites.
- The college participation rate of African American men fluctuated during the late 1980s but remained among the lowest of all groups. Between 1986 and 1988, the number of African American men enrolled in college rose by only 1.6 percent.

Enrollment Patterns

- From 1986 to 1988, minority enrollment in the nation's colleges and universities increased 7.2 percent, outpacing the 4.3 percent gain in total enrollment. With enrollment increases of 10 percent and 10.9 percent, respectively, Hispanics and Asian Americans led other racial and ethnic groups in enrollment gains. American Indians and African Americans netted smaller gains of 3.3 percent and 4.4 percent, respectively, during this two-year period. Women of all racial and ethnic groups continued to score larger enrollment increases than their male counterparts.
- Significantly larger numbers of African American college students are enrolling in the nation's historically Black colleges and universities (HBCUs). Between 1987 and 1989, African American enrollment in HBCUs rose 9.9 percent, far exceeding the 3.5 percent gain they experienced in other institutions.
- As of 1988, HBCUs enrolled 18 percent of all African American college students.

College Persistence

- According to data from the 1980 High School and Beyond survey conducted by the U.S. Department of Education,[1] African American and Hispanic high school graduates persist in college at considerably lower rates than other groups. For 1980 graduates who entered four-year colleges full-time immediately after completing high school, 43.5 percent of African Americans and 42.3 percent of Hispanics persisted for four years. This compares with 54.3 percent of whites, 60.9 percent of Asian Americans, and 53.7 percent of American Indians. In some cases, matching racial and ethnic groups by academic preparedness or socioeconomic status (SES) eliminated persistence differences, but in other cases, the persistence gap between groups was greater after controlling for preparedness or SES levels.

Degree Attainment

- Similar disparities between whites and minority groups appeared in the baccalaureate attainment rates. Six years after entering four-year colleges, whites received bachelor's degrees at higher rates than African Americans and Hispanics.
- Between 1987 and 1989, the number of degrees awarded to minorities increased. However, the gains for different racial and ethnic groups were mixed. For example, the number of bachelor's degrees awarded to Hispanics and Asian Americans increased 10.4 percent and 17.2 percent, respectively, while African Americans and American Indians realized much smaller increases—2.6 percent and 1.8 percent.

Special Focus: Hispanic Demographic and Educational Trends

- Hispanics are one of the fastest growing ethnic groups in the United States. They also are characterized by a substantially younger age distribution than the general population. Even though Hispanics are highly concentrated among the school-age population, they are less likely than their non-Hispanic peers to have been enrolled in preschool programs or to go on to secondary and postsecondary education.
- Hispanic males have higher unemployment rates, and substantially lower median earnings than non-Hispanic males. Hispanic females have a moderately lower representation in the labor force, higher unemployment rates, and lower earnings than non-Hispanic females. More than a quarter of all Hispanics (26.7 percent) and more than a third (37.8 percent) of all Hispanic children under the age of 18 live in poverty.
- While the educational attainment levels of adult Hispanics are lower than those of non-Hispanics, some indicators point to improved educational levels among young Hispanic adults. For example, Puerto Rican Hispanics ages 25 to 34 have a 75 percent high school completion rate.
- Unlike other Hispanic subgroups, as of 1989, young adult Mexican Americans, who make up a substantial majority of all Hispanics, showed essentially no improvement in attending four or more years of college in comparison with older Mexican Americans.
- Disparities between Hispanic and non-Hispanic educational attainment cannot be explained as a consequence or artifact of recent immigration. While Hispanic immigrants in general have lower educational attainment levels and lower high school completion rates than U.S.-born Hispanics, second- and third-generation U.S.-born Hispanics also have considerably lower educational levels than non-Hispanics.
- High school completion rates for Hispanics ages 18 to 24 dropped from 62.8 percent in 1985 to 55.2 percent in 1988. This significant decrease occurred during a time when international immigration rates for Hispanics were relatively low.
- Hispanic female high school graduates increased their enrolled-in-college rate from 31 percent in 1972 to 44.5 percent in 1989. While the participation gap between Hispanic men and women has been largely eliminated, this is due as much to a drop in Hispanic male participation rates from 1975 to 1989 as it is to the increase in the rates for women.
- A widening gap has developed between Hispanic and white college participation rates, because rates for Hispanic high school graduates have decreased while those for the total population have increased. The Hispanic rate came closest to that of whites in 1975.
- Although Hispanic college enrollment increased 63 percent between 1978 and 1988, Hispanics remain concentrated in two-year institutions. The share of bachelor's degrees conferred upon Hispanics is not comparable to their proportion of undergraduate enrollment. At every rung of the educational ladder, Hispanics are grossly underrepresented, and the degree of underrepresentation increases at each successive level.

Introduction

This *Ninth Annual Status Report on Minorities in Higher Education* updates information on trends in the participation of Hispanics, American Indians, Asian Americans, and African Americans in colleges and universities. Through this report, we hope to provide educators, policy makers, legislators, and funding sources with a compilation of national data necessary for their decision making. Although we do suggest a number of policy implications and research recommendations, this report is mainly descriptive in nature.

This year's report includes data on high school completion rates, college participation rates, undergraduate and graduate enrollments, and degree completion. Once again, we must stress the need for nationally representative annual data on the high school completion and college-going patterns of American Indians and Asian Americans. Available national data on the high school completion and college participation of these groups are outdated and inconsistent at best. Moreover, national high school completion rates of African Americans appear inconsistent with reports of high dropout rates in urban areas.

Reports such as this often focus on the need to improve the college-going rates of minorities, but simply providing access to college is not enough. Far too many students who enter college with the intent of attaining a four-year degree never reach their goal. For minority students, the revolving door syndrome has become all too common in higher education. Even those who do complete college are taking longer to attain their degrees. Although much is known about what causes one student to drop out of college and another to persist, improving college graduation rates is not a simple matter. A multitude of factors influences college persistence, including college aspirations, socioeconomic status, academic preparedness, availability of financial support, parental education, the student's attitude and motivation toward college, institutional selectivity and environment, campus climate, faculty involvement with students, and academic and counseling support services. This year's report focuses on national data on the persistence and four-year degree attainment of different racial and ethnic groups.

The special focus section highlights often-unreported social, demographic, and educational attainment data for Hispanics. The Hispanic population in the U.S. is growing at one of the fastest rates of any racial or ethnic group, yet its educational attainment remains among the lowest. We attempt to outline the critical nature of the problem and to identify areas for further research and public policy development. Since the size, growth rate, and educational progress of Hispanics differ according to their national origins, when possible we present disaggregated data for Hispanics of Mexican American, Central and South American, Puerto Rican, and Cuban origin.

High School Completion Rates

This section analyzes high school completion (HSC) rates for Hispanic, African American, and white 18 to 24-year-olds using data from the Bureau of the Census Current Population Survey. Also presented are 1980 Census data and High School and Beyond (HSB) longitudinal survey data for American Indians and Asian Americans. The HSC rate is used in analyzing census data to measure what proportion of a given age group has completed high school through receiving a diploma or its equivalency (GED certificate). Census data on high school completion also include a small number of persons who are enrolled in two-year colleges but who did not acquire a high school diploma or an equivalency certificate.

The high school dropout rate for a group cannot be calculated by subtracting the HSC rate for a group from 100 percent because such a figure does not account for noncompleters. Noncompleters—those students whose age or grade in a prior year would indicate that they should have completed high school—are not necessarily dropouts; they simply have not completed.[2]

All figures presented in the report are national aggregates: the HSC rates for central city and rural areas may be significantly lower than the figures presented for some groups. Also, these rates vary considerably from region to region.

During the last 20 years, the gap has narrowed between the proportion of African Americans and whites ages 18 to 24 who complete high school. Since 1970, the proportion of 18-to-24-year-old African Americans who are high school graduates increased by nearly 17 percentage points, compared to little change in the rate for white Americans (Table 1). In 1970, 59.5 percent of African American youth completed high school; in 1989, the figure was 76.1 percent. Comparable rates for whites were 81.4 percent in 1970 and 82.1 percent in 1989. African Americans increased their HSC rate substantially during the 1970s and early 1980s. However, the combined HSC rate for African American men and women has changed little in the last six years (1984 to 1989).

The same does not hold true for Hispanics, whose HSC rate has not increased substantially since the 1970s. Consequently, it remains the lowest of all three groups. The HSC rate for Hispanics increased from a low of 51.9 percent in 1972 to a high of 62.9 percent in 1985, but after 1985 it took a downward turn. As of 1989, only 55.9 percent of 18-to-24-year-old Hispanics completed high school—20 percent lower than the rate for African Americans and more than 25 percent lower than for whites. The dismally low high school completion rate of Hispanic youth continues to be an obstacle to improving the educational attainment of the Hispanic population. This problem and possible contributing factors are discussed in furtner detail in the special focus section of this report.

Gender influences HSC rates. Just over half of the 18-to-24-year-old population is female. Table 2 shows that as of 1989, young women continue to graduate from high school at higher rates—83.2 percent compared with 78.7 percent—than young men, and in larger numbers. For African Americans, Hispanics, and whites, the size of the gender gap in high school completion during the last two decades has changed little. In 1989, 79.3 percent of African American females graduated from high school, compared with 72.2 percent of their male counterparts, a difference of 7 percentage points. Corresponding figures for Hispanic youth were 59.8 percent and 52.5 percent, also a 7 percentage point difference. White females attained the highest HSC completion rate for all groups in 1989—84.2 percent. This compares with 79.9 percent of white males, a difference of 4.3 percent. As stated earlier, these differences have been fairly constant since the early 1970s.

Educational attainment rates from the 1980 Census show that 56 percent of American Indians and Native Alaskans ages 25 and over had completed four or more years of high school. This compared with 66.5 percent of the total U.S. population in 1980.[3] HSC rates varied considerably at different Indian reservations. Overall, less than 50 percent of American Indian adults living on the ten largest reservations had a high school diploma in 1980.[4] Data from HSB also indicate that a smaller percentage of American Indian sophomores complete high school compared with other groups. Only 67 percent of the 1980 American Indian sophomores graduated by 1982. For sophomores in other groups, the figures were 93 percent for Asian Americans, 86 percent for whites, 72 percent for Hispanics, and 78 percent for African Americans. Available data show that compared with other racial and ethnic groups, American Indians complete high school at one of the lowest rates.[5]

Data from HSB indicate that Asian Americans complete high school at a rate substantially higher than other racial and ethnic groups. Similarly, data from the Census Bureau reveal that in 1980, over 70 percent of Asian American females 25 years of age and older and nearly 80 percent of Asian American men in this age group were high school graduates.[6] However, aggregate data for the Asian American population conceal the low educational attainment of certain subgroups. The high school completion rates of U.S. citizens from Southeast Asian groups and Filipino Americans are much lower than those of Japanese and Chinese Americans.[7] According to the 1980 Census, 67 percent of the U.S. population 25 years of age and older were high school graduates, but only 22.3 percent of the Hmong American population and 31.4 percent of the Laotian American population had completed high school. The aggregation of data on Asian Americans masks these stark differences.

College Participation Rates

Participation Rates versus Enrollment Numbers

College participation rates and college enrollment numbers are not synonymous terms, nor do they refer to the same data sets. College participation rates indicate the percentage of a given age group that currently is enrolled in college or has attended college for one or more years. (This report focuses on persons 18 to 24 years old, the traditional college-going population. Different college participation rates would be obtained if younger or older age groups were used.) College enrollment data, on the other hand, indicate the actual number of students enrolled in college at a given point. College participation rates for this report are calculated from the Bureau of the Census' October Current Population Survey (CPS) estimates, while enrollment data are taken from the U.S. Department of Education's Fall Enrollment surveys. In summary, one data set (college participation rates) refers to a percentage or a proportion of the entire age group, while the other applies to the actual number of students enrolled in college. It is possible for enrollment to increase for a given group at the same time the college participation rate for that group declines or stagnates. Growth in the population base for a group can occur without comparable growth in college enrollment or with high college dropout rates. Further, participation rates are affected by changes in the population within the age cohort. The CPS uses the 1980 Census as its base year; this may result in underestimating college enrollment for groups that grew faster than the average throughout the 1980s, and in overestimating enrollment for groups that grew more slowly than expected.[8] Thus, CPS data provide only a rough measure of participation in higher education and must be used with caution.[9]

College participation rates can be calculated using either the total population of a given cohort or the number of high school graduates as the base. This report presents three college participation rates: the percentage of all 18 to 24-year-olds enrolled in college; the percentage of high school graduates enrolled in college; and the percentage of high school graduates ages 14 to 24 that either are enrolled in college or have completed one or more years. This last rate (the "ever-enrolled-in-college" rate) shows less annual fluctuation than the enrolled-in-college rates. However, all three measures reflect the same general trends from 1970 to 1989 for different racial and ethnic groups.

Much is documented about the shrinking size of the traditional college-going cohort. The number of 18 to 24-year-olds dropped by 12 percent between 1980 and 1989. The number of whites in this age group dropped by nearly 15 percent, compared to a 4 percent decline for African Americans and a striking 39 percent gain for Hispanics. Although white 18 to 24-year-olds are fewer in number, larger percentages of them were participating in college as of 1989. African Americans and Hispanics have not experienced a similar trend.

The gap in college participation for African American, Hispanic, and white high school graduates was nearly nonexistent between 1975 and 1977, when 18-to-24-year-old African American and Hispanic high school graduates experienced their highest college participation rate (Table 1). Most scholars and researchers attribute the increased college participation of African Americans and Hispanics during the mid-1970s to a number of factors, including legislative and judicial civil rights mandates that forced higher education to open its doors to minorities; substantial increases in federal financial aid programs for low-income students; and large numbers of Vietnam veterans, many of whom were minorities, enrolling in college. These combined factors dramatically boosted the college-going rates of African Americans and Hispanics from the late 1960s to the mid-1970s.

African Americans

The most recent data on African Americans' enrollment in college bring both good and bad news. The good news is that the number of African Americans enrolled in college reached its highest level ever in 1988. This increase in head-count enrollment reflects moderate gains among African American women and slight increases among African American men between 1986 and 1988. These data will be discussed

in more detail later. The bad news is not new; the lower college-going rate of African American youth has been discussed widely. The most recent data continue to show little increase in overall college participation for this group, despite recent enrollment gains.

The gains in the college participation rate for African Americans in the mid-1970s were short-lived. By 1985, the enrolled-in-college and ever-enrolled rates of African Americans were 26.1 percent and 43.8 percent, respectively. Equivalent rates for white 18 to 24-year-olds stayed relatively stable. As Table 1 shows, the gap in the college participation of these two groups was largest in the early to mid-1980s. Because of enrollment and participation gains made by African American women, the college participation rates of this group increased about 4 percentage points from 1985 to 1989. Similarly, white 18 to 24-year-olds experienced a 4 to 5 percentage point gain in their college participation during this same period. In 1989, 30.8 percent of all African American high school graduates were enrolled in college, while 49.1 percent either were currently enrolled or had attended one or more years. Comparable rates for whites were 38.8 percent and 58.9 percent. This 9- to 10-point difference in the college-going rates of African American and white youth indicates that African Americans made relatively little progress in achieving parity in college participation during the latter half of the 1980s.

African American youth ages 18 to 24 continue to participate in college at rates substantially lower than whites. African American men continue to have more difficulty increasing their college-going rates than African American women. In 1989, a larger percentage of African American females participated in college than during the mid-1980s. Consequently, during the latter half of the 1980s, African American women made some progress in regaining ground they lost in college participation during the late 1970s and early 1980s. The same cannot be said for African American men. Their college participation rates fluctuated during the late 1980s but remained among the lowest for all groups.

A substantial change in the college-going patterns of African American men and women has taken place. Prior to 1986, African American men participated in college at a rate equivalent to or slightly higher than African American women (Table 2). Since 1986, African American females have been rebounding from participation losses they suffered earlier in the decade, and they now enroll in college at considerably higher rates than their male counterparts. In 1989, 33.8 percent of African American women ages 18 to 24 were attending college, compared with 27.1 percent of African American men—a difference of over 6 percentage points—and this gap appears to be widening. The ever-enrolled participation rates of African American men and women reflect a similar trend.

Even greater disparities are found when comparing recent participation rates of African American men and white men. For high school graduates in 1989, nearly 40 percent of white males were enrolled in college, compared with just over 27 percent of African American males. As shown in last year's report, similar disparities are evident when comparisons include males who have not completed high school. Only 19.6 percent of all 18-to-24-year-old African American men were enrolled college in 1989, while 31.5 percent of white men were enrolled.

Hispanics

As with African Americans, Hispanics experienced increases in their college participation rates during the early 1970s, which brought their college-going rates in line with those of white 18 to 24-year-olds. Some possible factors contributing to their increased participation during that period were mentioned earlier. The college participation trends of Hispanic high school graduates during the last 15 years also resemble those of African Americans. Between 1976 and 1989, the gap in the enrolled-in-college participation rates of white and Hispanic high school graduates actually reversed. In 1976, Hispanics had an enrolled-in-college rate 3 percentage points higher than whites. By 1989, the difference was 10 points, with Hispanic high school graduates having a college enrollment rate of 28.7 percent, compared with 38.8 percent for whites. During the 1980s, Hispanics, like African Americans, did not come close to reaching parity with whites in their college participation pattern. However, some differences in college participation emerge when the total populations of Hispanic and African American 18 to 24-year-olds are considered.

The extremely low rate of high school completion for Hispanics is a major factor. Since 44 percent of 18-to-24-year-old Hispanics do not complete high school, they are not included in the base of high school graduates from which college participation rates usually are derived. The college participation rate for *all* 18-to-24-year-old Hispanics is substantially below that of African Americans and whites. In 1989, only 16.1 percent of all Hispanic youth ages 18 to 24 were enrolled in college, compared with 23.5 percent of all African American and 31.8 percent of all white 18 to 24-year-olds. These differences are not as evident when college participation rates include only high school graduates. There is little hope for increasing the overall educational attainment of the Hispanic population without sustained efforts to increase its rate of high school completion.

For all Hispanic 18 to 24-year-olds, as well as for high school graduates, women and men show only slight differences in college participation (Table 2). During the early 1970s, Hispanic women closed the gender gap in college participation relative to Hispanic men. Since then, Hispanic 18-to-24-year-old men and women have participated in college at approximately the same rate. By 1989, 27.9 percent of Hispanic men who were high school graduates were enrolled in college, compared with 29.6 percent of their female counterparts.

College Enrollment Trends

The Department of Education's National Center for Education Statistics (NCES) and the Bureau of the Census' CPS both report college enrollment numbers. However, CPS and NCES enrollment data are not directly comparable, because CPS information is derived from samples of households, while NCES data are collected directly from colleges and universities. Moreover, Hispanics are counted twice in CPS data because they are classified as "Black" or "white" as well as Hispanic. Hispanics are not counted twice in NCES data. College enrollment data cited here are from NCES's Higher Education General Information System (HEGIS) and Integrated Postsecondary Education Data System (IPEDS) fall enrollment surveys.

Contrary to earlier predictions, total enrollment in higher education grew by over 16 percent, or 1.8 million students, from 1978 to 1988 (Table 3). Enrollment growth in two-year colleges outpaced that of four-year institutions, 20.8 percent compared with 13.5 percent. Increases in the public and independent sectors were about equal. At the post-baccalaureate level, enrollment in professional schools grew faster than graduate enrollment. During this decade, the number of women enrolled in college grew nearly four times as fast as the number of men. Although growth was fairly constant throughout the decade, the progress of different racial and ethnic groups varied substantially. During the most recent two-year period, 1986 to 1988, enrollment patterns for most groups followed upward trends that were set earlier in the decade.

African Americans

Between 1986 and 1988, African Americans made moderate gains in enrollment in higher education. Their numbers increased from 1.08 million students in 1986 to 1.13 million in 1988. During this two-year period, growth in African American enrollment kept pace with growth in total enrollment, 4.4 percent compared with 4.3 percent (Table 3). For African Americans, this was the largest two-year enrollment gain since the period between 1978 and 1980. With 78 percent of all African American college students enrolled in public colleges and universities, these institutions showed a 3.2 percent gain between 1986 and 1988, compared with an 8.8 percent increase for independent institutions (Table 4). For the first time in over ten years, African American enrollment gains in four-year colleges and universities outpaced increases in two-year colleges, 6.7 percent compared with 1.3 percent (Table 3). African American undergraduate enrollment increased 4.3 percent and graduate enrollment rose 5.6 percent (Tables 5 and 6). Enrollment in professional schools held steady during this two-year period (Table 7).

In general, women in all racial and ethnic groups continued to experience substantially larger increases in total enrollment than their male counterparts (Table 4). When compared with African American men, African American women continue to be the major gainers: they netted a 6.3 percent enrollment increase from 1986 to 1988, compared with a 1.6 percent rise for African American men. African American women also did relatively well when compared with white women, who recorded a 5.7 percent enrollment gain between 1986 and 1988. African American men's marginal enrollment gains (1.6 percent) approximated those of white men (1.4 percent).

In contrast, since the mid-1980s, African American enrollment in HBCUs has increased dramatically (Table 8). Between 1986 and 1988, HBCUs' African American enrollment rose 9.2 percent, which far outpaced the 3.5 percent gain the group netted in non-HBCUs during the same period.[10] The rapid growth in the number of African Americans in HBCUs continued between 1987 and 1989, increasing 9.9 percent. During this latter period, 6.7 percent more African American men and 12 percent more African American women enrolled in HBCUs (see Table 9). Public and independent HBCUs have experienced similar enrollment growth since the mid-1980s. As of 1988, HBCUs enrolled 18 percent of all African American college students. This proportion has been fairly level since the mid-1970s. During the early 1980s, when African American enrollment declined, HBCUs suffered proportionately larger losses than other institutions. However, since the mid-1980s, they have been experiencing substantially larger proportional gains in African American enrollment than non-HBCUs.

Hispanics

The U.S. Hispanic population experienced record growth during the 1980s. (The social, demographic, and educational characteristics of this population are examined in the Special Focus section of this report.) The number of Hispanics enrolled in the nation's colleges and universities also continues to increase, as it has since the mid-1970s, despite the lagging college participation rate of Hispanic youth. Between 1986 and 1988, Hispanic enrollment rose by 10 percent, from 618,000 to 680,000 students (Table 3). At the undergraduate level, Hispanics experienced the largest gain of any racial or ethnic group—12.1 percent (Table 5). However, they declined in graduate enrollment and held steady in professional school enrollment (Tables 6 and 7). Hispanic women led Hispanic men in enrollment gains, with an increase in their total enrollment of 12.8 percent, compared with a 6.9 percent gain

made by Hispanic men. The number of Hispanics enrolled in public institutions increased 10.3 percent, compared with an 8.1 percent gain in independent colleges and universities (Table 4).

Hispanic college students remain concentrated in two-year colleges, with 56 percent of all Hispanic college students enrolled in such institutions as of 1988. Between 1986 and 1988, Hispanic two-year college enrollments continued to increase much faster than four-year college enrollments. Hispanic enrollment gains in two-year institutions were twice that for four-year colleges and universities—12.9 percent compared with 6.5 percent (Table 3).

In 1988, 64 percent of all students enrolled in two-year colleges attended part time. The percentage of Hispanic students who enrolled part time was approximately the same—65 percent. Hispanic part-time enrollment in two-year colleges increased faster than full-time two-year enrollment—17.8 percent compared to 9 percent. The converse was true in four-year institutions: the number of Hispanic full-time students rose by 11.7 percent, while the number enrolled part time declined by 3.8 percent.

Compared with other racial and ethnic groups, Hispanics experienced the only decline in graduate school enrollment between 1986 and 1988. In 1986, Hispanic graduate school enrollment stood at an all-time high of 46,000 students. By 1988, they had suffered a 15.2 percent drop, a net loss of approximately 7,000 students (Table 6). Between 1986 and 1988, Hispanic enrollment in professional schools remained stable at approximately 14,000 students (Table 7).

Asian Americans

Asian American college enrollment continues to grow at a rapid pace. Consequently, Asian Americans achieved the largest proportional enrollment gains of any group. Between 1986 and 1988, their numbers grew by 10.9 percent, far outpacing the 4.3 percent increase in total enrollment (Table 3). Both Asian American men and women led other groups in enrollment gains: during this two-year period, Asian American women netted a 13.4 percent increase, while the number of Asian American men rose by 8.4 percent (Table 4).

From 1986 to 1988, Asian American enrollment in independent colleges and universities increased 18.2 percent, compared with a 9.4 percent rise in public institutions (Table 4). Unlike Hispanics, Asian Americans realized larger enrollment gains in four-year colleges than in two-year institutions, 13.4 percent compared with 7 percent (Table 3). A slightly larger percentage of Asian American college students attended full time than did all college students, 59 percent compared with 57 percent. Asian American full-time college attendance increased 12.5 percent between 1986 and 1988, while their part-time enrollment grew by 8.5 percent. They experienced their largest gain in full-time four-year college enrollment—15.7 percent. This compares with a 7.2 percent gain in Asian American part-time enrollment in four-year institutions, a 9.2 percent rise in part-time attendance at community and junior colleges, and a 3.3 percent gain in full-time two-year enrollments.

Asian American graduate school enrollment increased 7 percent from 1986 to 1988, with a net gain of approximately 3,000 students. As of 1988, the number of Asian Americans engaged in graduate studies stood at 46,000 (Table 6). During this same two-year interval, Asian American professional school enrollments jumped by 27.3 percent. Since 1978, this group has nearly tripled its enrollment in professional schools (Table 7).

American Indians

American Indians and Alaskan Natives continue to be extremely underrepresented in higher education, compared with their representation in the U.S. population. Little progress is being made in increasing their college enrollments. In 1988, they represented only 0.7 percent of the collegiate enrollment. Between 1986 and 1988, American Indians experienced the smallest enrollment gain of all groups: from 90,000 in 1986 to 93,000 in 1988, a net gain of 3.3 percent (Table 3). This small rise in total enrollment was caused by the increased enrollment of American Indian women. American Indian men's college enrollment remained at approximately 39,000 students, while their female counterparts experienced a gain of 3.9 percent, increasing their enrollment from 51,000 in 1986 to 53,000 in 1988 (Table 4). The number of American Indians enrolled in graduate school increased by 1,000 (Table 6). Their enrollment in professional schools remained at the same level during this period (Table 7).

Surprisingly, between 1986 and 1988, American Indians made more enrollment progress in four-year institutions than in two-year colleges. They gained 5 percent in four-year college enrollment, while suffering a 2 percent enrollment decline in two-year colleges. However, American Indians remain concentrated in two-year colleges, with 53 percent of them enrolled in such schools. When compared with all students, a smaller share of American Indian students attend college full time—57 percent versus 52 percent for American Indians. Their full-time enrollment in four-year colleges rose 7.4 percent, compared with a 4.6 percent gain in part-time enrollment. Between 1986 and 1988, the number of American Indians enrolled in independent institutions remained at approximately 11,000. Public colleges and universities enrolled about 2,000 more American Indians in 1988 than in 1986 (Table 4).

College Persistence and Degree Attainment Rates

Hispanic and African American students persist in college and attain four-year degrees at much lower rates than white and Asian American students. Despite lagging college participation rates, enrollment trends indicate that larger numbers of Hispanics and African Americans are attending college; however, relatively few receive four-year degrees. During the past ten years, Hispanic undergraduate enrollment has increased substantially (Table 5), and although Hispanics now receive more bachelor's degrees than they did ten years ago, the rate of increase in four-year degrees has not been proportionate to enrollment gains (Table 11). Despite a decline during the early to mid-1980s, enrollment data show that more African Americans than ever are enrolled as undergraduates (Table 5). However, since the late 1970s, African Americans have fluctuated downward in the number of bachelor's degrees they receive (Table 11). The negative impact of these low persistence rates for Hispanic and African American students cannot be overstated. Graduating larger percentages of African American and Hispanic college students is not an easy task for most institutions, but it must be addressed by more colleges and universities.

College persistence rates can be measured in a variety of ways. Here we refer to NCES's HSB survey of 1980 and 1982 high school graduates' college persistence and bachelor's degree attainment rates and to Thomas Mortenson's findings on trends in college persistence for African Americans and Hispanics from the mid-1960s to 1987.[11] According to the HSB survey, persistence through four years of college and degree attainment are strongest for full-time students who enter four-year institutions immediately after high school graduation.[12] However, only 29 percent of 1980 high school graduates enrolled full time in four-year institutions immediately after high school. Students who changed to part-time attendance status, stopped out for a semester or more, or dropped out were counted as nonpersisters.[13]

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The percentages of African American, Hispanic, and American Indian high school graduates who demonstrated this traditional college-going behavior were substantially smaller than their white and Asian American counterparts. Given the higher concentrations of Hispanics, American Indians, and African Americans in two-year colleges and their higher part-time and older student population, the persistence patterns of students who enter four-year institutions immediately after high school provide only part of the picture. Because so few minority college students follow the traditional path, the HSB data probably present an overly optimistic view of their collegiate progress. However, even the best picture is not good. The persistence and degree attainment rates of the Hispanic and African American students who enter college in the traditional manner are alarmingly low.

According to HSB data on 1980 graduates entering four-year colleges full time, 43.5 percent of African Americans persisted in college for four years, compared with 55.6 percent of white students.[14] The four-year persistence rate for 1980 Hispanic students entering four-year institutions directly after high school was 42.3 percent. After 5 1/2 years of full-time study, 30.3 percent of African American students and 32.3 percent of Hispanic students attained a baccalaureate degree, compared with 55.8 percent of their white counterparts. Asian American students who entered four-year institutions immediately after completing high school persisted in college and attained four-year degrees at rates similar to their white counterparts. For 1980 high school graduates, 60.9 percent of Asian Americans persisted for four years, and 49.8 percent attained four-year degrees by Spring 1986. Unfortunately, because of the small number of American Indians included in the HSB sample and their low rate of entrance into four-year colleges, it was not possible to obtain reliable estimates of their four-year persistence or degree attainment rates. Of approximately 200 American Indians in the 1980 HSB sample, only 30 entered four-year institutions on a full-time basis.

The HSB study also presents data on the possible impact of SES and academic preparedness on the persistence and degree attainment rates of different racial and ethnic groups. Academic preparedness was based on a composite score for reading, mathematics, and vocabulary tests administered during the senior year of high school as a part of the HSB survey. This type of indicator provides only a qualified definition of academic preparedness, because it does not take into account factors such as the quality of high school instruction, grade point average, the number of

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advanced courses taken, and so forth. HSB data show that some persistence and degree attainment differences between African American, Hispanic, Asian American, and white students were reduced after controlling for SES. But, surprisingly, other differences were magnified after matching the groups by SES. For example, 32.3 percent of all Hispanics who entered four-year institutions attained bachelor's degrees, compared with 55.8 percent of whites. After matching the two groups by SES quartiles, only 30.1 percent of high SES Hispanic students received four-year degrees, compared with 62.1 percent of white students in the high SES quartile. The difference in degree attainment between Hispanics and whites in the high SES group is larger than for the two groups as a whole. The same held true for academic preparedness: in some cases, controlling for preparedness explained some differences, but in others, it actually increased the persistence and degree attainment differences between groups. These findings appear to be counterintuitive; one would expect that matching racial and ethnic groups by SES or preparedness would either reduce these disparities or have little effect, but this is not the case.

A recent study by Thomas Mortenson shows that the disparity in college persistence between whites and African Americans has increased since the mid-1960s.[15] During the mid-1960s, the four-year persistence rate for African Americans was about 90 percent that of whites. By 1987, it had dropped to 60 percent of that of whites. The four-year persistence rate for whites remained about the same during this entire period—between 50 and 54 percent. Mortenson also concludes that there has been no sustained improvement in the college persistence of Hispanics.[16] Using data from the Bureau of the Census' CPS, Mortenson defines college persistence as the proportion of the 25-to-29-year-old population that enrolled in college and completed at least four years of college. This is a somewhat crude indicator of college persistence because it is based on the assumption that most people enroll in college between the ages of 18 and 20 and complete college by age 25.

Historical factors may explain some of the lowered persistence of African Americans during this period, including the increased enrollment of African American students in community colleges and predominantly white colleges. In the mid-1960s, the majority of African American college students (approximately 65 percent) attended HBCUs. By the 1980s, this proportion had declined to 18 percent. During that same period, there was enormous growth in the number of community colleges: 50 percent were built during the 1960s and 1970s. The increased enrollment of African American students in community colleges accounts for much of that growth. The lowered persistence of African American students at community colleges—despite their improved SAT, ACT, and NAEP scores—may be due in part to factors peculiar to those institutions: lower requirements for academic preparedness, unfocused degree aspirations, reduced federal student aid, and the lack of emphasis on transfer. However, Hispanics have increased their enrollment in two-year colleges at a faster rate than African Americans, and their four-year college persistence rate, while still lower than that of whites, has not actually declined over time. Thus, other factors may be affecting African Americans' persistence and degree attainment more negatively than those of Hispanics.

Time to degree completion also may be a factor: the difference in bachelor's degree attainment may be reduced by using a longer time frame to measure degree completion. For example, the City University of New York studied completion rates from its senior colleges over a period of 11 years and found that 59 percent of African Americans, 48 percent of Hispanics, and 63 percent of whites graduated.[17] Clearly, additional research is needed in this area to determine why African American and Hispanic students are persisting and attaining degrees at substantially lower rates than other students who are similarly prepared or who are from similar socioeconomic backgrounds.

Degrees Conferred

Last year's report concentrated on trends in degree awards between 1976 and 1987. This section presents degree trends for 1987 through 1989 for associate, bachelor's, master's, and first-professional degrees, as well as 1989 data on doctoral degrees. Data from the 1989 report indicated that between 1976 and 1987, the number of degrees earned by minorities increased 30.9 percent at the bachelor's level, held relatively steady at the master's level, and increased 63.4 percent at the first-professional level. The overall growth in minority degree awards was caused by significant gains made by Asian Americans and Hispanics during this period. Conversely, the number of degrees awarded to African Americans dwindled at all levels, with the exception of first-professional degrees. American Indians experienced mixed performance in degrees awarded at different levels. Women of all racial and ethnic groups outstripped men in degree awards. With the exception of African American women, minority women made larger gains than white women. Because of a startling 46.7 percent drop in doctorates awarded to African American men and a corresponding 21 percent decline in doctorates to white men, the total number of doctorates awarded to U.S. citizens fell by 8.4 percent between 1978 and 1988.

African Americans

According to the most recent data, African Americans made little progress in increasing their degree awards between 1987 and 1989. A marginal gain of 2.6 percent in baccalaureate degree awards was their largest increase during this two-year period, followed by a 1.5 percent rise in master's degrees (see Tables 11 and 12). Although small, these gains are the first increases African Americans have experienced in degree awards at the bachelor's and master's levels since the late 1970s. However, these gains did not offset the degree losses the group suffered during the 1980s. The total number of bachelor's and master's degrees African Americans received in 1989 remained far below corresponding figures for 1981. African Americans were successful only in stopping the downward slide in degrees awarded at these levels.

As with college enrollment figures cited earlier, African American women made more progress in degree awards than African American men. During this two-year period, African American women made a moderate gain of 4.7 percent in bachelor's degrees and a slight gain of 1.8 percent in master's degrees. The number of baccalaureate and master's degrees African American men received remained approximately the same in 1987 and 1989. Similarly, at the associate level, African American men did not fare well. They netted an 8.1 percent loss in associate degrees, compared with no change for African American women (see Table 10). Because of losses sustained by African American men, African Americans experienced a 3 percent decline in associate awards overall.

After more than a decade of progress in first-professional awards, African Americans fell 9.3 percent in the number they received at this level. Both African American men and women suffered losses (Table 13). In 1989, African American men received 12.4 percent fewer first-professional degrees than in 1987, while African American women experienced a 5.8 percent decline.

Based on 1989 data from the National Research Council, little change took place in the total number of doctorates awarded to African Americans in 1988 (805) and 1989 (811). Because of a continuous decline from the late 1970s through the 1980s, the number of doctorates received by African Americans in 1989 remained small compared with their awards during the mid-1970s. From 1988 to 1989, African American women dropped slightly in doctorates from 494 to 488 (Table 14). This compared with a 3.9 percent gain for African American men.

From 1988 to 1989, African Americans increased the number of doctorates they received in physical science, engineering, life science, social science, and education (Table 15). Despite these gains, they remain tremendously underrepresented in the sciences and engineering. They experienced their largest decrease in professional/other fields—30.8 percent, or 24 fewer degrees. In the humanities, African Americans received 6.5 percent fewer degrees, continuing their downward slide in this area.

Hispanics

Between 1987 and 1989, degrees awarded to Hispanics increased at most levels. As in other racial and ethnic groups, Hispanic women generally experienced larger gains than their male counterparts. However, in many fields the actual number of degrees awarded to Hispanics remained small, and Hispanics continue to be underrepresented in degree awards at all levels when compared with their enrollment.

Associate awards to this group rose 4.9 percent, with Hispanic men and women recording equivalent gains (Table 10). Hispanics made their largest two-year gain in bachelor's degrees, up 10.4 percent in 1989 over 1987; their increase was second only to that of Asian Americans. Hispanic women did slightly better than Hispanic men: they received 12.4 percent more degrees, compared with an 8.2 percent gain for Hispanic men (Table 11).

At post-baccalaureate levels, degree award trends for Hispanics were not as good as at the undergraduate level. Overall, Hispanics netted a 3.2 percent increase in master's degrees, with gains by Hispanic women—5.3 percent, compared with 0.9 percent for Hispanic men—accounting for most of the growth (Table 12). Between 1988 and 1989, the number of doc-

torates received by Hispanic U.S. citizens dropped slightly, from 594 to 570, a decline of 4 percent (Table 14). At the doctoral level, the only fields in which Hispanic U.S. citizens scored gains were physical science and professional/other fields. They received fewer degrees in the social sciences and the humanities, with their largest one-year loss coming in engineering. The number of engineering degrees received by Hispanics dropped by 10, a 23.3 percent decline (Table 15).

Hispanics continued their upward trend in first-professional awards, gaining 9.9 percent more degrees in 1989 than in 1987. Hispanic women made an outstanding gain of 18.6 percent in degree awards at this level, while Hispanic men increased their first-professional degree awards by 4.9 percent. Relatively speaking, the moderate gains made by Hispanic men were good in comparison to the losses experienced by white, African American, and American Indian men at this level (Table 13).

American Indians

Overall, from 1987 to 1989, American Indians did not make much progress in the number of degrees they received. During this two-year period, American Indians made gains of 3.8 percent at the associate level, 1.8 percent at the baccalaureate level, and 2.3 percent at the master's level, while they dropped 11.8 percent in first-professional degree awards (Tables 10 through 13). Between 1988 and 1989 they held steady in the number of doctorates received (Table 14). Given the small number of degrees awarded to American Indians annually, this is not good news.

With the exception of first-professional degrees, American Indian women made moderate gains. They increased their associate awards by 3.6 percent, bachelor's awards by 5.8 percent, and master's degrees by 7.5 percent (Tables 10 through 12). Between 1988 and 1989, the number of doctorates earned by American Indian women increased by three. The data were mixed for American Indian men. They gained 4.1 percent in associate degrees but fell 2.9 percent in bachelor's awards and 3.7 percent in master's awards. At the doctoral level, they received three fewer degrees in 1989 than in 1988. American Indian men showed their greatest loss in first-professional degrees—19 percent, or 35 fewer degrees. American Indian women also slipped slightly in degree awards at this level.

The number of doctorates going to American Indians in 1989 remained extremely small. They received 93 doctorates out of 23,172 that were awarded to U.S. citizens. In comparing doctorate awards to this group between 1988 and 1989, American Indians received more degrees in physical science, engineering, social science, and professional/other fields, and fewer degrees in education and life science. The number of doctorates they received in the humanities remained the same (Table 15).

Asian Americans

The period from 1987 to 1989 was marked by continued growth in the number of degrees awarded to Asian Americans. As in prior periods, Asian Americans experienced some gain at all degree levels. For associate degrees, Asian Americans netted a 5.4 percent increase between 1987 and 1989. Asian American women surpassed Asian American men in growth in associate degrees, 8.8 percent compared with 2.3 percent. However, it should be noted that unlike other groups, Asian American men continue to receive larger numbers of awards than Asian American women (Table 10). At the bachelor's level, Asian American men achieved a gain of 13.3 percent, compared with a 21.5 percent gain for their female counterparts. Overall, Asian Americans experienced a 17.2 percent increase in bachelor's degrees (Table 11).

Master's degrees to Asian Americans rose 25.2 percent during this two-year period. Asian American women experienced larger gains than Asian American men, 34.6 percent versus 19.3 percent (Table 12). For first-professional degrees, the number rose by 30.8 percent. Again, Asian American women made larger gains than Asian American men (Table 13). At both the master's and first-professional level, Asian American women seem to be moving closer to their male counterparts in the number of degrees they receive.

Because of fewer doctoral awards in education and social science, Asian Americans experienced only a 2 percent gain in doctorates between 1988 and 1989 (Table 14). Declines in these fields were offset by sizable increases in engineering doctorates and moderate gains in life science, humanities, physical science, and professional/other fields (Table 15).

Special Focus: Hispanic Demographic and Educational Trends

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Hispanics are one of the largest and fastest growing minority groups in the United States, but their participation in higher education is much lower than their proportion of the college age population. The increasing proportion of Hispanics in younger age cohorts indicates that they will become a larger part of the working-age population in the near future. As Hispanics increase in number and become a presence in almost every region of the country, it becomes increasingly necessary for educators and policy makers to examine the interplay of national origin, age distribution, immigration, geographic concentration, and historical development, and their impact on the educational success of Hispanics in this country.

This is a complex task. Hispanics are not a monolithic group. Many called what is now the United States their home well before the founding of Jamestown, yet some also arrived within the last year. The Hispanic population is a composite of all races and many nationalities. Moreover, the historical experience of each subgroup as it has developed in the U.S. is different. While these subgroups share general similarities in cultural and linguistic background, the common practice of discussing and describing Hispanics in the aggregate is often necessitated by inadequate data rather than supported by analysis of the characteristics of the different subgroups. Because of important differences in their composition, characteristics, and geographic distribution, this analysis will, wherever possible, disaggregate data by subgroup.

Unfortunately, increased numbers of Hispanics in higher education institutions do not necessarily reflect improvements in their educational success rates. In fact, the rapid growth of the population masks increased attrition from the educational system. By the same token, the large number of Hispanics who are relatively recent immigrants is often cited as the cause of the disparities in educational participation and attainment levels between Hispanics and non-Hispanics. However, the problems and issues of Hispanic education cannot be attributed simply to the effects of a large immigrant population. The status of Hispanics in higher education can be understood only within the context of social, economic, and demographic factors and elementary and secondary education influences.

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Social and Demographic Indicators

Size, Growth, and Geographic Distribution of the Hispanic Population

In 1989, more than 20 million Hispanics resided in the U.S.—8.2 percent of the total population (Table 16). Mexican Americans constitute 62.6 percent of all Hispanics, and they are by far the largest subgroup. Central and South American Hispanics are the second largest subgroup at 12.7 percent, while those of Puerto Rican origin on the U.S. mainland—2.3 million people — make up another 11.6 percent. The Cuban population is 5.3 percent of the total. Those in the "Other Hispanic" category claim Hispanic identity, but do not specify one of the national origin subgroups; they represent 7.8 percent of all U.S. Hispanics.

Between 1980 and 1989, the Hispanic population grew by 39 percent. In contrast, the non-Hispanic population grew at a rate of only 7.5 percent. The total U.S. population increased by 9.4 percent between 1980 and 1989. Table 16 shows that the Mexican American population grew by 45 percent. The Puerto Rican population had the lowest rate of growth, 18 percent. The Central and South American Hispanic population increased by 67 percent between 1982 and 1989. This high growth rate and now sizable population total increase the urgency for effective responses to their educational needs.

Although their presence increased in virtually every state, much of the Hispanic population is concentrated in nine states. In 1989, slightly more than one of every three Hispanics in the U.S. lived in California, and one of every five lived in Texas (Table 17). Large concentrations also are found in Florida and New York. With the exception of New York, the states with large concentrations of Hispanics also had high rates of growth. California's Hispanic population increased by more than 2.2 million, or 49 percent, between 1980 and 1989. Texas gained more than 1.3 million Hispanics, netting an increase of 44 percent. Florida's Hispanic population grew at the fastest overall rate, 86 percent, followed by Arizona with 62 percent.

Age Distribution

One of the key demographic features of the Hispanic population is its youth. Proportionally more Hispanics are found in younger ages than non-Hispanics (Table 18). To illustrate, 10.7 percent of all Hispanics are under the age of five, compared with 7.4 percent of non-Hispanics; 24.2 percent of Hispanics fall between the ages of five and 17, compared with 18 percent of non-Hispanics; and 13.1 percent of Hispanics are between 18 and 24, which is slightly more than the 10.3 percent of non-Hispanics in this age group. The relative youth of Hispanics also is evidenced by the low median age of all Hispanics, 25.9 years, in contrast to the median age for non-Hispanics of 33.2 years.

Some striking differences exist among the Hispanic subgroups. Mexican American Hispanics have the youngest median age, 23.6. Mainland Puerto Ricans also have a relatively low age distribution, with a median age of 26.8. Cuban Hispanics are the oldest of all groups with a median age of 41.4. The moderately young median age of Mexican Americans and Central and South Americans, combined with the low proportion of school-age children and the accelerated population growth rate, are characteristic of a group with much recent and rapid immigration. The number of U.S.-born youth in these Hispanic subgroups is likely to increase in the near future.

Adult Educational Attainment

Among adults age 25 and older in 1989, only 1.8 percent of non-Hispanics had finished less than five years of formal education, compared with 12.2 percent of all Hispanics (Table 19). Almost half (49.1 percent) of all Hispanic adults had not finished high school, compared with one-fifth, or 21.2 percent, of non-Hispanics. However, there are some signs of improvement in the educational attainment rates of Hispanic adults. Hispanics ages 25 to 34 generally have higher educational attainment rates than those 35 and older. This can be demonstrated by comparing the proportion of young adults with less than a high school education (10.8 percent for non-Hispanics and 40.1 percent for Hispanics) to the proportions among older adults (25.2 percent for non-Hispanics and 54.7 percent for Hispanics). Also, higher proportions of young adult

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Hispanics (10.9 percent) had finished four or more years of college than did older adults (9.2 percent).

Hispanic adults appear to be improving their educational attainment; however, they still lag very far behind non-Hispanics and they are improving their educational levels at a slower rate than non-Hispanics. As mentioned above, 54.7 percent of the Hispanics and 25.2 percent of the non-Hispanics over age 35 had not finished high school—a ratio of 2.2:1. The ratio of young Hispanics without a high school diploma to their non-Hispanic counterparts is 3.7:1. This comparison suggests that the slower rate of improvement for young Hispanics may make their situation relatively worse over time.

Among Hispanic subgroups, Mexican American adults over age 25 have the highest proportion of high school status dropouts[18], 57.3 percent, followed by Puerto Ricans with 46.0 percent and Cubans with 37.0 percent. Yet, the proportion of Puerto Ricans ages 25 to 34 who have not finished high school, 24.1 percent, is much less than the proportion for all Puerto Rican adults, implying a recent improvement in the educational attainment of young Puerto Ricans implied. If this is true, it is an unexpected bright spot in an era of generally negative news about the educational status of Puerto Ricans.

An exception to the general pattern of improved educational attainment among younger Hispanics is the proportion of Mexican Americans completing four or more years of college. While Mexican Americans exhibited a pattern similar to Puerto Ricans in terms of higher high school completion rates for younger adults, virtually the same proportion of younger and older Mexican Americans finished four or more years of college: 6.2 percent of adults 35 and older, and 6.1 percent of adults ages 25 to 34. The possible impact of immigration on this comparison and others like it will be discussed shortly. However, it is unlikely that immigration explains much of the low college participation rate and the lack of improvement in the younger cohorts among Mexican Americans.

Employment, Earnings, and Poverty

Overall, Hispanic males have a higher labor force participation rate (80.1 percent) than non-Hispanics (74.4 percent); however, Hispanic males have a higher unemployment rate than non-Hispanic males. Because the labor force consists of both persons who are employed and those who are unemployed under specific circumstances[19], the higher unemployment rate among Hispanics makes the percentage of Hispanics and non-Hispanics that holds jobs approximately the same. The median earnings of Hispanic males ($13,599) are less than two-thirds of the non-Hispanic median ($21,267). Hispanic women have lower participation in the labor force than non-Hispanic women, 52.4 percent versus 57.0 percent, and higher unemployment rates, 7.8 percent versus 4.9 percent, respectively. Thus, a higher proportion of non-Hispanic women than Hispanic women are employed. Although the median earnings of Hispanic women are 80 percent of the median for non-Hispanic women, the median income for both groups of women is much less than for their male counterparts ($11,245 for non-Hispanic women and $9,188 for Hispanic women). These factors help explain the much higher proportion of Hispanics in poverty (26.7 percent) than of non-Hispanics (11.8 percent). Consequently, a higher proportion of Hispanic children under age 18 live in poverty—37.6 percent compared with 17.3 percent of all non-Hispanic children.

Among the Hispanic subgroups, the data displayed in Table 20 show that Mexican American males have the second highest labor force participation rate, the second highest rate of unemployment, and the lowest median earnings. Puerto Rican males have the lowest percentage in the labor force (69.6 percent) and the highest unemployment rate (12.1 percent). Puerto Rican females also have a low labor force participation rate (41.7 percent). Puerto Ricans have the highest poverty rate of any Hispanic group. The low rate of labor force participation and high poverty rate among Puerto Ricans may be indicators that this group was hit particularly hard by the decline of traditional manufacturing employment.[20] Among Hispanics, Cubans have the highest median income, and the second lowest unemployment rate, and are almost at parity with non-Hispanic groups in the percentage of children under 18 living below the poverty level.

Immigration and Generational Status

It often has been asserted that the current low SES of Hispanics and other immigrant groups is only a transitory phenomenon. Over the years, it is claimed, these immigrants will move up the ladder in the same manner as earlier European immigrants. However, except for those individuals who immigrate with educational or economic advantages, the historical experience of most Hispanics contradicts the claim that they are achieving parity in measures of social or economic attainment. Many educational and economic measures show no progress for the overall Hispanic population, while some show relative and absolute declines even among those Hispanics who have been in the U.S. for a number of generations.[21]

Comparing high school completion rates and the average number of school years completed by different generations presents a mixed record of success. (Generations were defined as follows: "first generation"—foreign-born immigrants with foreign-born parents; "second generation"—individuals born in the U.S. with one or two foreign-born parents; and "third generation"—individuals born in the U.S. of U.S.-born parents, including those whose family has been in this country for more than three generations). The group "Other Hispanics" has the highest proportion of first-generation immigrants, 73.9 percent.[22] Asians have the second highest (66.4 percent) followed by Hispanics of Mexican origin with 45.6 percent. In contrast, 93.6 percent of all African Americans were third- or third-plus

generation, as were 88.5 percent of the white non-Hispanics. For the average number of school years completed and the high school completion rate, the figures shown in Table 21 reveal differences within each racial and ethnic group and Hispanic subgroup by generation for 1979 and 1988.

Looking first at the number of school years completed, it seems that only Mexican Americans follow the classic pattern of steady, progressive increase through each generation. For other groups, either the first or the second generation, or both, complete a higher number of years of school than the third generation. These varying attainment levels may simply reflect different educational opportunities and immigration requirements for different people at different times. Third-generation Mexican Americans completed an average of 11.4 years of school in 1988—substantially more than the 7.4 years completed by first-generation immigrants that year. Despite this progress, in 1988, third-generation Mexican Americans completed less than the average 13.1 years of school completed by third-generation whites.

Some have argued that the lower educational levels and limited English proficiency of Hispanic immigrants have contributed significantly to the decrease or deterioration of Hispanic educational success over the past decade. However, if this were true, the proportion of Hispanic immigrants in the school-age population should have increased over the same period. Table 22 shows virtually no change in the foreign-born proportion of the school-age population from 1979 to 1988. Although the proportions of immigrants changed among the different Hispanic subgroups, the largest numerical change was the decrease in the proportion of all Mexican Americans who were foreign-born.

More research is needed to determine how the low educational attainment levels of Hispanic immigrants affect the overall educational success of Hispanics. Given the low attainment levels of third-generation Hispanics as well as recent immigrants, these effects may be limited.

Elementary and Secondary Education Indicators

K-12 Enrollments

Hispanics are underenrolled in school at two different age levels—under age five and above age 16. Table 23 shows that in the youngest age group, less than one-quarter, or 24.5 percent, of Hispanics ages three and four are enrolled in preschool programs. To the extent that these programs represent enrichment opportunities, the lower proportion of Hispanics enrolled in preschool programs may indicate a lost opportunity to improve the chances of their subsequent educational success. However, the lower enrollment also may be associated with the lower labor force participation of Hispanic women. The specific causes and consequences of lower enrollments in the youngest ages merit further investigation.

The negligible differences between Hispanic and total population enrollment levels from ages five through 15 suggest that immigrant Hispanic children are enrolling in school at the same proportion as all Hispanics and all students. If immigrant Hispanic children had a lower school enrollment rate, Hispanic school enrollments for these ages would be considerably less than 100 percent, which they are not.

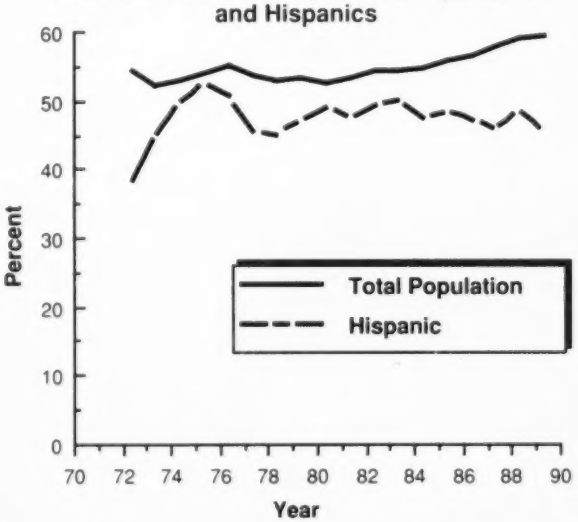
School enrollment levels drop sharply for Hispanics ages 16 and above; only four-fifths, or 78.7 percent, of Hispanic 16- and 17-year-olds are enrolled in school, compared to 91.6 percent of the total population. Hispanics are even more underrepresented in school enrollment levels for ages 18 to 21.

Trends in High School Completion

High school completion rates of Hispanic 18 to 24-year-olds fluctuated between 1981 and 1989, from a low of 54.8 percent in 1983 to a high of 62.9 percent in 1985 (Table 24). However, a closer examination shows that the pattern of Hispanic high school completions generally rose during the early 1980s from a level of 55.8 percent in 1981 to the high point in 1985, and then generally decreased to 55.2 percent in 1988 and remained at the same level in 1989. The difference between these recent low levels and the relatively high rate seen in 1985 is small but statistically significant.

Changes in the immigrant portion of this age group sometimes are cited as the reason for this pattern. The previous discussion of the characteristics of Hispanic immigrants showed that they have a much lower rate of high school completion than any other group.

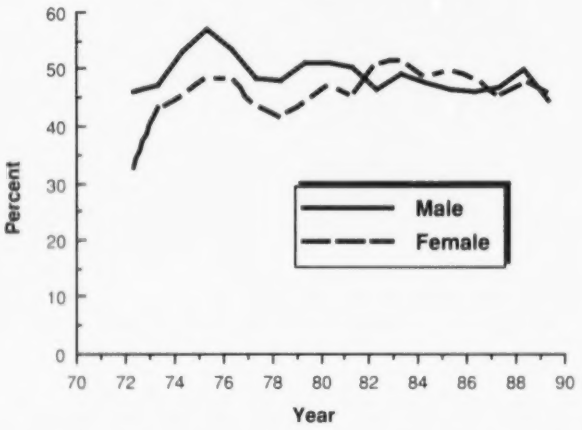
Figure 1
High School Graduates, Ages 14-24, Ever Enrolled in College, Total Population and Hispanics



Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, School Enrollment - Social and Economic Characteristics of Students: October 1987 and 1988, Series, P-20, No. 443 and unpublished tabulations for October 1989.

However, if immigration alone were affecting Hispanic high school completion rates, the proportion of immigrants in the Hispanic population ages 18 to 24 should have decreased between 1981 and 1985 and increased from 1985 through 1989. Yet these assumptions are not consistent with the estimates of Hispanic immigration rates during the 1980s shown in Table 24. These estimated immigration rates include a consideration of undocumented immigrants. Since these rates are not reported for specific age groups, it still is possible that immigration did change the composition of the 18-to-24-year-old Hispanic population in this manner. However, it is probable that other factors accounted for the changes in this pattern. High school completion is a crucially important educational and occupational milestone. Therefore, identifying factors that have had a major impact on this rate should be a high priority for further research.

Figure 2
Hispanic High School Graduates
Ages 14-24, Ever in College, by Sex



Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, School Enrollment - Social and Economic Characteristics of Students: October 1987 and 1988, Series, P-20, No. 443 and unpublished tabulations for October 1989.

Higher Education

Trends in College Participation

Hispanic high school graduates have lower levels of college participation than the total population. The college participation rates of Hispanics have decreased, while those of the general population have gone up. The ever-enrolled-in-college rates for high school graduates between the ages of 14 and 24 are an inclusive and stable measure of college participation (Figure 1). The college participation rate for the total population remained fairly level throughout the 1970s and increased slightly in the 1980s, but Hispanic participation levels showed no clear pattern. Hispanic ever-enrolled-in-college participation increased sharply from 1972 to 1975, peaking at more than 50 percent. This marked the only time Hispanics were within a few percentage points of the ever-enrolled-in-college participation rate for all high school graduates. Hispanic college participation dropped in the late 1970s and remained relatively low throughout the 1980s. In 1989, the ever-enrolled-in-college participation rate for Hispanic high school graduates was 43.6 percent, significantly less than the 57.9 percent for all high school graduates. Since 1985, the gap between the Hispanic rate and the rate for all high school graduates has widened.

While we do not have direct evidence of changes in the proportion of immigrants in this group, the fact that the college participation measure used here is based on high school graduates indicates that the immigrant or generational status of these youth should not be used as an explanation or excuse for the decreasing rates of Hispanic college participation. Immigrants are less likely to be high school graduates than U.S.-born Hispanics, so any change in the Hispanic immigrant population will have a lesser effect on the number of high school graduates in any given year. Secondly, even if the proportion of immigrants in this group did change, young Hispanic high school graduates should be considered part of the college-eligible population regardless of immigrant status. They are likely to have immigrated as young children and to have completed high school in the United States, and their status and tenure in this country is likely to be permanent. Therefore, the proportion of immigrants in this group is not likely to change the college participation rate, and their inclusion is a valid indicator of the educational level of the future Hispanic working age population in the United States.

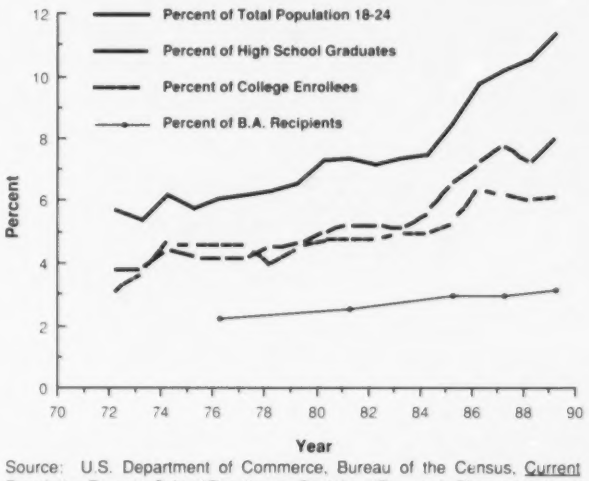
There is one bit of good news in Hispanic college participation rates: the rates for Hispanic women have increased and have almost reached parity with Hispanic men. However, Figure 2 illustrates that this equilibrium occurred during a period when participation levels for Hispanic men decreased. The increase in the college participation rates of Hispanic women is a reflection of the same factors increasing the college participation of all women.

Enrollment Trends by Types of Institutions

Hispanic enrollment in higher education increased 63 percent between 1978 and 1988. Table 25 shows that the Hispanic share of total college enrollment increased from 3.7 percent in 1978 to 5.1 percent in 1988. However, 56 percent of all Hispanics in higher education were enrolled in two-year institutions, compared with 38 percent of all students. Hispanic representation in four-year institutions increased at a slower rate than at two-year institutions. From 1978 to 1988, Hispanics as a percentage of all students at four-year institutions increased from 2.6 percent to 3.6 percent, while at two-year institutions their share increased from 5.6 percent to 7.9 percent.

Overall, the growth of the college-age Hispanic population has coincided with some gains in Hispanic participation in higher education (Figure 3). Hispanic representation in the population ages 18 through 24 has doubled since the early 1970s, and the proportion of high school graduates who are Hispanic roughly paralleled this overall increase until recently. In 1988, the difference between these two rates widened. In addition, the college participation rates of Hispanic high school graduates—which also had paralleled the growth in the proportion of Hispanics ages 18 through 24—stagnated beginning in 1986. Finally, Hispanic gains in the number of bachelor's degrees awarded have not kept pace with their enrollment gain. Consequently, at each successive level of the educational continuum, the nation is losing or leaving out larger numbers and proportions of Hispanic youth.

Figure 3
Level of Educational Attainment, Hispanics as a Percentage of Population



Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, School Enrollment - Social and Economic Characteristics of Students: October 1987 and 1988, Series, P-20, No. 443 and unpublished tabulations for October 1989.

Summary and Implications

The Hispanic population will be an increasingly larger part of the school- and college-age population in the next decade and throughout the next century. Although Hispanics have increased their presence on college campuses during the last decade, such enrollment increases are an artifact of population growth that tends to mask intolerable declines in rates of high school completion and college participation. Between 1980 and 1989, when the traditional college-age cohort of whites declined by 15 percent and of African Americans by 4 percent, the same cohort of Hispanics increased by 39 percent. Moreover, their rate of growth is projected to increase due to immigration and the group's young age distribution.

In general, Hispanics exhibit higher labor force participation but have lower median incomes than the general population. More than one in three Hispanic children live in homes with incomes below the poverty level. Without progress in educational attainment levels, we have no assurance that the socioeconomic status of Hispanics will improve. In fact, for many Hispanics, particularly children living in poverty, occupational and income levels surely will decrease if significant advances are not made in their educational attainment levels.

Issues of access to equal educational resources may well be the most powerful in explaining the low levels of educational attainment for Hispanics. School finance systems in a number of states with large Hispanic enrollments have been found to be grossly unequal. Access to preschool programs also is uneven. Language-appropriate communication with parents often is lacking. Evidence of tracking and unequal access to college preparatory curricula is widespread. Testing and assessment procedures that fail to tap into the full range of achievement and ability of Hispanic students too often become self-fulfilling prophecies. The expectations of those who teach, from preschool to graduate school, may well be one of the critical determinants of educational success for Hispanic students.

High school completion rates for Hispanic 18 to 24-year-olds are 20 percent lower than for African Americans and 25 percent lower than for whites. Of all 18-to-24-year-old Hispanics, only 16 percent were enrolled in college in 1989. Of all Hispanics enrolled in college, 56 percent were enrolled in two-year institutions. Low rates of college persistence and degree completion are as urgent a problem as are low rates of high school completion and college participation. For Hispanic students entering four-year institutions directly after high school in 1980, the four-year persistence rate was 42.3 percent, but only 32.3 percent of those same students had attained a bachelor's degree within five and a half years.

Hispanics appear to be enrolling in the colleges that are the least likely to be high wealth institutions. As stated earlier, more than half of all Hispanic college students attend community and junior colleges. Approximately 30 percent of all Hispanics enrolled in college attend institutions that have a Hispanic enrollment of 25 percent or more. Seventy-eight mainland colleges and universities fit this description. Further research is needed to examine the public and institutional policies that encourage or limit the institutional choices of Hispanics.

High immigration rates do not appear to account for all the educational problems of Hispanics. While third-generation Hispanics are more educated than recent immigrants, they are less educated than other ethnic groups.

Hispanic enrollment and completion of graduate education appears to be increasing at a promising rate, but the rate of growth in completion of master s degrees and doctorates is built on a very small base and is not equal to the growth rate of the Hispanic population. Hispanics are not making much progress

in producing a critical mass of credentialed people commensurate with current and projected population growth. The long-term costs of a failure to adequately educate large numbers of Hispanics in this country are enormous. Without immediate intervention to educate and train not only those in school now, but those who already have left school, this population may face serious obstacles to full participation in the national economy. This need not occur. The history of Hispanics in this country is one of hard work and strong family and social values. Contrary to stereotyping, education is highly valued by Hispanics, even when that value is buffeted by successive educational failures.

Institutions of higher education must rise to the challenge of demographic change, and Hispanics are a major part of that change. If colleges and universities are to succeed in increasing the rate of Hispanic educational success, they will have to target efforts to reach Hispanics well before they reach college. Research on more effective means of serving Hispanics in our educational system is imperative. The future impact of Hispanics on the economy, politics, and culture must be examined in every discipline and become part of the basic curriculum.

The high proportion of Hispanics in the younger ages—the ages of educational participation—make the impact of current educational practices important for the future of Hispanics and the nation as a whole. A massive effort to create a responsive, open, and accessible educational environment at all levels could have a direct, positive impact on a very large portion of Hispanics. In the absence of such an effort, a negative educational environment may shape the futures of a large proportion of Hispanics. The youthfulness of the Hispanic population makes the focus on their future educational success of paramount importance.

Endnotes

1. Eva Eagle, Robert A. Fitzgerald, Antoinette Gifford, and John Zuma, *High School and Beyond: A Descriptive Summary of 1980 High School Sophomores: Six Years Later* (Washington DC: U.S. Government Printing Office, 1988).
2. Phillip Kaufman and Mary J. Frase, *Dropout Rates in the United States: 1989* (Washington, DC: U.S. Government Printing Office, 1990), 17.
3. U.S. Department of Commerce, Bureau of the Census, *We the First Americans* (Washington, DC: U.S. Government Printing Office, 1988), 5.
4. *Ibid.*, 10.
5. Eagle et al., *High School and Beyond*, 5.
6. Bob H. Suzuki, "Asian Americans in Higher Education: A Research Agenda for the 1990s and Beyond," a paper prepared for the American Council on Education's Minority Research Agenda meeting in San Francisco, California, November 1989, 6.
7. U.S. Department of Commerce, Bureau of the Census, *Asian and Pacific Islander Population by State: 1980* Supplementary Report, PC80-S1-12, (Washington, DC: U.S. Government Printing Office, 1983).
8. U.S. Department of Education, National Center for Education Statistics, *Trends in Racial/Ethnic Enrollment in Higher Education*, (Washington, DC: U.S. Government Printing Office, 1990) 14.
9. *Ibid.*, 14.
10. Enrollment changes for African Americans in non-HBCUs were calculated using data in Tables 3 and 8 of this report.
11. Thomas G. Mortenson, *Equity of Higher Educational Opportunity for Women, Blacks, and Hispanics, and the Poor*, (Iowa City: American College Testing, forthcoming, 1991).
12. C. Dennis Carroll, *College Persistence and Degree Attainment for 1980 High School Graduates: Hazards for Transfers, Stopouts, and Part-Timers*, (Washington, DC: U.S. Government Printing Office, 1989) 29.
13. *Ibid.*, 5.
14. U.S. Department of Education, National Center for Education Statistics, "High School and Beyond Survey: Plans, Participation, Persistence, and Baccalaureate Degree Attainment of 1980 and 1982 High School Graduates, by Ability," unpublished tabulations. These bachelor's degree attainment data include students who attained four-year and higher degrees during this six-year period. HSB degree attainment data found in the *Digest of Education Statistics* show bachelor's and post-baccalaureate degree attainment separately.
15. Mortenson, *Equity of Higher Educational Opportunity*.
16. *Ibid.*
17. Richard Richardson and Louis Bender, *Fostering Minority Success and Achievement in Higher Education*, (San Francisco: Jossey-Bass, 1987), 7.
18. The status dropout rate measures the proportion of an age group that has not completed high school and is not currently enrolled in school, regardless of when they dropped out of school. In contrast, the event dropout rate measures the proportion of students dropping out over the course of a single year.
19. U.S. Department of Commerce, Bureau of the Census, *Current Population Report*, P-20, No. 444, (Washington, DC: U.S. Government Printing Office, 1990), 22-23.
20. Martin Carnoy, Hugh Daley, and Raul Hinojosa Ojeda, *Latinos in a Changing U.S. Economy: Comparative Perspectives on the U.S. Labor Market Since 1939*, (New York: Inter-University Program for Latino Research, 1990).
21. Jorge Chapa, "The Myth of Hispanic Progress," *Harvard Journal of Hispanic Policy Issues*, 1990.
22. U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, June 1988.

Tables

Table 1
High School Completion Rates and College Participation Rates by Race/Ethnicity, 1970 to 1989

(numbers in thousands)

	18-to-24-year-olds						14-to-24-year-olds
			High School Graduates				
	Total Population	Enrolled-in-College Participation Rate (percentages)	Number Completed	Completion Rates (percentages)	Enrolled in College	Enrolled-in-College Participation Rate (percentages)	Ever-Enrolled-in-College Participation Rate (percentages)
ALL RACES							
1970	22,552	25.7	17,768	78.8	5,805	32.7	52.3
1971	23,688	26.2	18,691	79.0	6,210	33.2	53.1
1972	24,579	25.5	19,618	79.8	6,257	31.9	52.9
1973	25,237	24.0	20,377	80.7	6,055	29.7	50.7
1974	25,670	24.6	20,725	80.7	6,316	30.5	51.3
1975	26,387	26.3	21,326	80.8	6,935	32.5	52.5
1976	26,919	26.7	21,677	80.5	7,181	33.1	53.4
1977	27,331	26.1	22,008	80.5	7,142	32.5	52.0
1978	27,647	25.3	22,309	80.7	6,995	31.4	51.4
1979	27,974	25.0	22,421	80.1	6,991	31.2	51.6
1980	28,957	25.6	23,413	80.9	7,400	31.6	51.1
1981	28,965	26.2	23,343	80.6	7,575	32.5	51.7
1982	28,846	26.6	23,291	80.7	7,678	33.0	52.7
1983	28,580	26.2	22,988	80.4	7,477	32.5	52.8
1984	28,031	27.1	22,870	81.6	7,591	33.2	53.0
1985	27,122	27.8	22,349	82.4	7,537	33.7	54.3
1986	26,512	28.2	21,768	82.1	7,477	34.3	55.0
1987	25,950	29.6	21,118	81.4	7,693	36.4	56.5
1988	25,733	30.3	20,900	81.2	7,791	37.3	57.5
1989	25,261	30.9	20,461	81.0	7,804	38.1	57.9
WHITE							
1970	19,608	27.1	15,960	81.4	5,305	33.2	53.4
1971	20,533	27.2	16,593	81.3	5,594	33.5	54.1
1972	21,315	26.4	17,410	81.7	5,624	32.3	53.9
1973	21,766	25.0	18,023	82.8	5,438	30.2	51.6
1974	22,141	25.2	18,318	82.7	5,589	30.5	51.7
1975	22,703	26.9	18,883	83.2	6,116	32.4	52.7
1976	23,119	27.1	19,045	82.4	6,276	33.0	53.5
1977	23,430	26.5	19,291	82.3	6,209	32.2	52.1
1978	23,650	25.7	19,526	82.6	6,077	31.1	51.3
1979	23,895	25.6	19,616	82.1	6,120	31.2	51.7
1980	24,482	26.2	20,214	82.6	6,423	31.8	51.4
1981	24,486	26.7	20,123	82.2	6,549	32.5	52.1
1982	24,206	27.2	19,944	82.4	6,694	33.1	53.1
1983	23,899	27.0	19,643	82.2	6,463	32.9	53.4
1984	23,347	28.0	19,373	83.0	6,256	33.7	53.8
1985	22,632	28.7	18,916	83.6	6,500	34.4	55.3
1986	22,020	28.6	18,291	83.1	6,307	34.5	55.5
1987	21,493	30.2	17,689	82.3	6,483	36.6	57.1
1988	21,261	31.3	17,491	82.3	6,659	38.1	58.6
1989	20,825	31.8	17,089	82.1	6,631	38.8	58.9

(continued)

Table 1 (continued)
High School Completion Rates and College Participation Rates by Race/Ethnicity, 1970 to 1989
(numbers in thousands)

	18-to-24-year-olds						14-to-24-year-olds
			High School Graduates				
	Total Population	Enrolled-in- College Participation Rate (percentages)	Number Completed	Completion Rates (percentages)	Enrolled in College	Enrolled-in-College Participation Rate (percentages)	Ever-Enrolled-in-College Participation Rate (percentages)
AFRICAN AMERICAN							
1970	2,892	15.5	1,602	59.5	416	26.0	39.4
1971	2,866	18.2	1,789	62.4	522	29.2	42.3
1972	2,986	18.1	1,992	66.7	540	27.1	42.0
1973	3,114	16.0	2,079	66.8	498	24.0	41.6
1974	3,105	17.9	2,083	67.1	555	26.6	44.8
1975	3,213	20.7	2,081	64.8	665	32.0	48.1
1976	3,315	22.6	2,239	67.5	749	33.5	50.4
1977	3,387	21.3	2,286	67.5	721	31.5	46.9
1978	3,452	20.1	2,340	67.8	694	29.7	47.8
1979	3,510	19.8	2,356	67.1	696	29.5	48.4
1980	3,721	19.2	2,592	69.7	715	27.6	45.9
1981	3,778	19.9	2,678	70.9	750	28.0	44.8
1982	3,872	19.8	2,744	70.9	767	28.0	45.5
1983	3,865	19.2	2,740	70.9	741	27.0	45.0
1984	3,862	20.4	2,885	74.7	786	27.2	45.2
1985	3,716	19.8	2,810	75.6	734	26.1	43.8
1986	3,653	22.2	2,795	76.5	812	29.1	47.8
1987	3,603	22.8	2,739	76.0	823	30.0	48.7
1988	3,568	21.1	2,680	75.1	752	28.1	46.6
1989	3,559	23.5	2,708	76.1	835	30.8	49.1
HISPANIC (a)							
1972	1,338	13.4	694	51.9	179	25.8	36.7
1973	1,285	16.0	709	55.2	206	29.1	43.0
1974	1,506	18.1	842	55.9	272	32.3	47.8
1975	1,446	20.4	832	57.5	295	35.5	50.8
1976	1,551	19.9	862	55.6	309	35.8	48.9
1977	1,609	17.2	880	54.7	277	31.5	43.8
1978	1,672	15.2	935	55.9	254	27.2	43.2
1979	1,754	16.6	968	55.2	292	30.2	45.7
1980	2,033	16.1	1,099	54.1	327	29.8	47.3
1981	2,052	16.7	1,144	55.8	342	29.9	45.8
1982	2,001	16.8	1,153	57.6	337	29.2	47.3
1983	2,025	17.2	1,110	54.8	349	31.4	48.4
1984	2,018	17.9	1,212	60.1	362	29.9	46.0
1985	2,221	16.9	1,396	62.9	375	26.9	46.7
1986	2,514	18.2	1,507	59.9	458	30.4	45.6
1987	2,592	17.6	1,597	61.6	455	28.5	44.2
1988	2,642	17.0	1,458	55.2	450	30.9	47.1
1989	2,818	16.1	1,576	55.9	453	28.7	43.6

Note: College participation rates were calculated using the total population and high school graduates as the bases. The ever-enrolled-in-college participation rate includes 14-to-24-year-olds who were either enrolled in college or had completed one or more years of college. The high school completion rates were calculated using the total population as the base. Thus, in 1970, 78.8 percent of the total population 18-24 years old had earned a high school diploma or a GED high school equivalency certificate or was enrolled in college.

Data for 1980 and later use 1980 census-based estimates. Data for 1986 and later use a revised tabulation system. Improvements in edits and population estimation procedures caused slight changes in the estimates for 1986.

(a) Hispanics may be of any race. Data before 1972 are unavailable for Hispanics.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, School Enrollment - Social and Economic Characteristics of Students: October 1988 and 1987, Series, P-20, No. 443 and unpublished tabulations for October 1989.

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Table 2
High School Completion Rates and College Participation Rates by Race/Ethnicity and Sex, 1970 to 1989

(numbers in thousands)

	18-to-24-year-olds						14-to-24-year-olds
			High School Graduates				
	Total Population	Enrolled-in-College Participation Rate (percentages)	Number Completed	Completion Rates (percentages)	Enrolled in College	Enrolled-in-College Participation Rate (percentages)	Ever-Enrolled-in-College Participation Rate (percentages)
ALL RACES							
MEN							
1970	10,385	32.1	8,087	77.9	3,331	41.2	59.2
1971	11,092	32.4	8,669	78.2	3,599	41.5	60.1
1972	11,712	30.2	9,247	79.0	3,534	38.2	59.0
1973	12,111	27.7	9,716	80.2	3,360	34.6	55.4
1974	12,315	27.7	9,835	79.9	3,411	34.7	55.6
1975	12,724	29.0	10,214	80.3	3,693	36.2	56.1
1976	13,012	28.2	10,312	79.2	3,673	35.6	55.7
1977	13,218	28.1	10,440	79.0	3,712	35.6	54.2
1978	13,385	27.1	10,614	79.3	3,621	34.1	52.6
1979	13,571	25.8	10,657	78.5	3,508	32.9	52.4
1980	14,107	26.3	11,125	78.9	3,717	33.4	51.4
1981	14,127	27.1	11,052	78.2	3,833	34.7	52.1
1982	14,083	27.2	11,120	79.0	3,837	34.5	53.0
1983	14,003	27.3	10,906	77.9	3,820	35.0	52.7
1984	13,744	28.6	10,914	79.4	3,929	36.0	53.6
1985	13,199	28.4	10,614	80.4	3,749	35.3	54.6
1986	12,921	28.7	10,338	80.0	3,702	35.8	54.4
1987	12,626	30.6	10,030	79.4	3,867	38.6	56.3
1988	12,491	30.2	9,832	78.7	3,770	38.3	56.6
1989	12,325	30.2	9,700	78.7	3,717	38.3	57.2
WOMEN							
1970	12,167	20.3	9,680	79.6	2,474	25.6	46.6
1971	12,576	20.8	10,020	79.7	2,610	26.0	47.1
1972	12,867	21.2	10,371	80.6	2,724	26.3	47.4
1973	13,126	20.5	10,663	81.2	2,696	25.3	46.5
1974	13,355	21.8	10,889	81.5	2,905	26.7	47.5
1975	13,663	23.7	11,113	81.3	3,243	29.2	49.2
1976	13,907	25.2	11,365	81.7	3,508	30.9	51.4
1977	14,113	24.3	11,569	82.0	3,431	29.7	50.0
1978	14,262	23.7	11,694	82.0	3,373	28.8	50.3
1979	14,403	24.2	11,763	81.7	3,482	29.6	50.8
1980	14,851	24.8	12,287	82.7	3,682	30.0	50.8
1981	14,838	25.2	12,290	82.8	3,741	30.4	51.3
1982	14,763	26.0	12,171	82.4	3,841	31.6	52.4
1983	14,577	25.1	12,082	82.9	3,657	30.3	52.8
1984	14,287	25.6	11,956	83.7	3,662	30.6	52.4
1985	13,923	27.2	11,736	84.3	3,788	32.3	54.0
1986	13,591	27.8	11,430	84.1	3,775	33.0	55.5
1987	13,324	28.7	11,086	83.2	3,826	34.5	56.7
1988	13,242	30.4	11,068	83.6	4,021	36.3	58.3
1989	12,936	31.6	10,758	83.2	4,085	38.0	58.6

(continued)

Table 2 (continued)
High School Completion Rates and College Participation Rates by Race/Ethnicity and Sex, 1970 to 1989
(numbers in thousands)

	18-to-24-year-olds						14-to-24-year-olds
			High School Graduates				
	Total Population	Enrolled-in-College Participation Rate (percentages)	Number Completed	Completion Rates (percentages)	Enrolled in College	Enrolled-in-College Participation Rate (percentages)	Ever-Enrolled-in-College Participation Rate (percentages)
WHITE							
MEN							
1970	9,053	34.2	7,324	80.9	3,096	42.3	60.9
1971	9,653	34.0	7,807	80.9	3,284	42.1	61.4
1972	10,212	31.3	8,278	81.1	3,195	38.6	60.1
1973	10,511	28.8	8,637	82.2	3,032	35.1	56.5
1974	10,722	28.3	8,768	81.8	3,035	34.6	55.9
1975	11,050	30.1	9,139	82.7	3,326	36.4	56.6
1976	11,279	28.8	9,186	81.4	3,250	35.4	55.9
1977	11,445	28.7	9,263	80.9	3,286	35.5	54.5
1978	11,572	27.6	9,438	81.6	3,195	33.9	52.5
1979	11,721	26.5	9,457	80.7	3,104	32.8	52.7
1980	12,011	27.3	9,686	80.6	3,275	33.8	51.8
1981	12,040	27.7	9,619	79.9	3,340	34.7	52.8
1982	11,874	27.9	9,611	80.9	3,308	34.4	53.2
1983	11,787	28.3	9,411	79.8	3,335	35.4	53.5
1984	11,521	29.6	9,348	81.1	3,406	36.4	54.2
1985	11,108	29.3	9,077	81.7	3,254	35.8	55.5
1986	10,814	29.3	8,780	81.2	3,168	36.1	55.1
1987	10,549	31.2	8,498	80.6	3,289	38.7	56.7
1988	10,380	31.4	8,268	79.7	3,260	39.4	57.9
1989	10,240	31.5	8,177	79.9	3,223	39.4	58.5
WOMEN							
1970	10,555	20.9	8,634	81.8	2,209	25.6	47.2
1971	10,880	21.2	8,887	81.7	2,310	26.0	47.7
1972	11,103	21.9	9,132	82.2	2,428	26.6	48.3
1973	11,255	21.4	9,387	83.4	2,406	25.6	47.1
1974	11,419	22.4	9,551	83.6	2,555	26.8	47.8
1975	11,653	23.9	9,743	83.6	2,790	28.6	49.1
1976	11,840	25.6	9,860	83.3	3,026	30.7	51.3
1977	11,985	24.4	10,029	83.7	2,923	29.1	50.0
1978	12,078	23.9	10,088	83.5	2,882	28.6	50.3
1979	12,174	24.8	10,157	83.4	3,015	29.7	50.8
1980	12,471	25.2	10,528	84.4	3,147	29.9	50.9
1981	12,446	25.8	10,504	84.4	3,208	30.5	51.6
1982	12,332	26.6	10,333	83.8	3,285	31.8	52.9
1983	12,112	25.8	10,233	84.5	3,129	30.6	53.4
1984	11,826	26.4	10,026	84.8	3,120	31.1	53.4
1985	11,524	28.2	9,840	85.4	3,247	33.0	55.2
1986	11,205	28.0	9,509	84.9	3,139	33.0	55.8
1987	10,944	29.2	9,189	84.0	3,192	34.7	57.5
1988	10,881	31.2	9,223	84.8	3,399	36.9	59.2
1989	10,586	32.2	8,913	84.2	3,409	38.2	59.2

(continued)

Table 2 (continued)
High School Completion Rates and College Participation Rates by Race/Ethnicity and Sex, 1970 to 1989
(numbers in thousands)

	18-to-24-year olds						14-to-24-year-olds
			High School Graduates				
	Total Population	Enrolled-in-College Participation Rate (percentages)	Number Completed	Completion Rates (percentages)	Enrolled in College	Enrolled-in-College Participation Rate (percentages)	Ever-Enrolled-in-College Participation Rate (percentages)
AFRICAN AMERICAN							
MEN							
1970	1,220	15.7	668	54.8	192	28.7	41.4
1971	1,318	19.9	769	58.3	262	34.1	45.8
1972	1,373	20.9	870	63.4	287	33.0	47.4
1973	1,434	18.5	952	66.4	266	27.9	44.2
1974	1,396	20.1	919	65.8	280	30.5	47.3
1975	1,451	20.3	897	61.8	294	32.8	50.5
1976	1,503	22.0	936	62.3	331	35.4	50.3
1977	1,528	20.2	970	63.5	309	31.9	47.6
1978	1,554	19.6	956	61.5	305	31.9	49.3
1979	1,577	19.3	973	61.7	304	31.2	46.7
1980	1,690	17.3	1,115	66.0	293	26.3	44.1
1981	1,730	18.8	1,154	66.7	325	28.2	42.3
1982	1,786	18.5	1,171	65.6	331	28.3	44.5
1983	1,807	18.3	1,202	66.5	331	27.5	43.6
1984	1,811	20.3	1,272	70.2	367	28.9	45.2
1985	1,720	20.1	1,244	72.3	345	27.7	43.6
1986	1,687	20.7	1,220	72.3	349	28.6	44.4
1987	1,666	22.6	1,188	71.3	377	31.7	48.3
1988	1,653	18.0	1,189	71.9	297	25.0	42.8
1989	1,654	19.6	1,195	72.2	324	27.1	45.8
WOMEN							
1970	1,471	15.3	935	63.6	225	24.1	39.3
1971	1,547	16.7	1,019	65.9	259	25.4	39.8
1972	1,613	15.7	1,123	69.6	253	22.5	37.9
1973	1,681	13.7	1,125	66.9	231	20.5	39.4
1974	1,709	16.2	1,167	68.3	277	23.7	42.9
1975	1,761	21.1	1,182	67.1	372	31.5	46.4
1976	1,813	23.0	1,302	71.8	417	32.0	50.3
1977	1,859	22.2	1,317	70.8	413	31.4	46.2
1978	1,897	20.6	1,384	73.0	390	28.2	46.7
1979	1,934	20.3	1,383	71.5	392	28.3	49.8
1980	2,031	20.8	1,475	72.6	422	28.6	47.4
1981	2,049	20.7	1,526	74.5	424	27.8	46.6
1982	2,086	20.9	1,572	75.4	436	27.7	46.3
1983	2,058	20.0	1,539	74.8	411	26.7	46.3
1984	2,052	20.4	1,613	78.6	419	26.0	45.1
1985	1,996	19.5	1,565	78.4	389	24.9	44.0
1986	1,966	23.5	1,576	80.1	462	29.4	50.4
1987	1,937	23.0	1,550	80.0	445	28.7	48.9
1988	1,915	23.8	1,492	77.9	455	30.5	49.6
1989	1,905	26.8	1,511	79.3	511	33.8	51.8

(continued)

Table 2 (continued)
High School Completion Rates and College Participation Rates by Race/Ethnicity and Sex, 1970 to 1989
(numbers in thousands)

	18-to-24-year olds						14-to-24-year-olds
			High School Graduates				
	Total Population	Enrolled-in- College Participation Rate (percentages)	Number Completed	Completion Rates (percentages)	Enrolled in College	Enrolled-in-College Participation Rate (percentages)	Ever-Enrolled-in-College Participation Rate (percentages)
HISPANIC (a)							
MEN							
1972	609	15.1	301	49.4	92	30.6	44.3
1973	625	16.8	348	55.7	105	30.2	45.4
1974	720	19.6	390	54.2	141	36.2	51.4
1975	678	21.4	383	56.5	145	37.9	55.4
1976	701	21.4	378	53.9	150	39.7	51.8
1977	754	18.4	396	52.5	139	35.1	46.5
1978	781	16.1	420	53.8	126	30.0	46.3
1979	837	18.3	454	54.2	153	33.7	49.5
1980	1,012	15.8	518	51.2	160	30.9	49.5
1981	988	16.6	498	50.4	164	32.9	48.6
1982	944	14.9	519	55.0	141	27.2	44.8
1983	968	15.7	476	49.2	152	31.9	47.4
1984	956	16.1	549	57.4	154	28.1	45.7
1985	1,132	14.8	659	58.2	168	25.5	44.9
1986	1,339	17.4	769	57.4	233	30.3	44.4
1987	1,337	18.5	795	59.5	247	31.1	45.1
1988	1,375	16.6	724	52.7	228	31.5	48.4
1989	1,439	14.7	756	52.5	211	27.9	42.7
WOMEN							
1972	728	12.1	394	54.1	88	22.3	31.1
1973	658	15.5	362	55.0	102	28.2	41.1
1974	786	16.4	451	57.4	129	28.6	43.4
1975	769	19.5	449	58.4	150	33.4	46.7
1976	850	18.8	483	56.8	160	33.1	46.5
1977	855	16.3	483	56.5	139	28.8	41.6
1978	891	14.4	516	57.9	128	24.8	40.0
1979	917	15.3	516	56.3	140	27.1	42.3
1980	1,021	16.2	579	56.7	165	28.5	45.4
1981	1,064	16.7	646	60.7	178	27.6	43.4
1982	1,056	18.6	634	60.0	196	30.9	49.2
1983	1,057	18.7	634	60.0	198	31.2	49.7
1984	1,061	19.5	661	62.3	207	31.3	46.6
1985	1,091	18.8	734	67.3	205	27.9	48.0
1986	1,175	19.2	739	62.9	226	30.6	46.8
1987	1,256	16.6	801	63.8	208	26.0	43.2
1988	1,267	17.7	736	58.1	224	30.4	46.0
1989	1,377	17.7	823	59.8	244	29.6	44.5

Note: The number of high school graduates was calculated by adding the numbers of individuals in this age group enrolled in college as of October of that year and the number of high school graduates not enrolled in college; these figures include individuals who enrolled in college without receiving a high school diploma or a GED.

Data for 1980 and later use 1980 census-based estimates. Data for 1986 and later use a revised tabulation system. Improvements in edits and population estimation procedures caused slight changes in the estimates for 1986.

(a) Hispanics may be of any race. Data prior to 1972 are unavailable for Hispanics.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, School Enrollment - Social and Economic Characteristics of Students: October 1988 and 1987, Series, P-20, No. 443 and unpublished tabulations for October 1989.

Table 3
Total Enrollment in Higher Education by Type of Institution and Race/Ethnicity: Biennially, Fall 1978 to Fall 1988
(numbers in thousands)

	1978	1980	1982	1984	1986	1988	Percentage Change 1986-88
All Institutions	11,231	12,087	12,388	12,235	12,504	13,043	4.3
White, non-Hispanic	9,194	9,833	9,997	9,815	9,921	10,283	3.6
Total Minority	1,785	1,949	2,059	2,085	2,238	2,399	7.2
African American, non-Hispanic	1,054	1,107	1,101	1,076	1,082	1,130	4.4
Hispanic	417	472	519	535	618	680	10.0
Asian American (a)	235	286	351	390	448	497	10.9
American Indian	78	84	88	84	90	93	3.3
Nonresident Alien	253	305	331	335	345	361	4.6
Four-year Institutions	7,203	7,565	7,648	7,708	7,824	8,175	4.5
White, non-Hispanic	6,027	6,275	6,306	6,301	6,337	6,582	3.9
Total Minority	975	1,050	1,073	1,124	1,195	1,292	8.1
African American, non-Hispanic	612	634	612	617	615	656	6.7
Hispanic	190	217	229	246	278	296	6.5
Asian American (a)	138	162	193	223	262	297	13.4
American Indian	35	37	39	38	40	42	5.0
Nonresident Alien	201	241	270	282	292	302	3.4
Two-year Institutions	4,028	4,521	4,740	4,527	4,680	4,868	4.0
White, non-Hispanic	3,167	3,558	3,692	3,514	3,584	3,702	3.3
Total Minority	810	899	987	961	1,043	1,107	6.1
African American, non-Hispanic	443	472	489	459	467	473	1.3
Hispanic	227	255	291	289	340	384	12.9
Asian American (a)	97	124	158	167	186	199	7.0
American Indian	43	47	49	46	51	50	-2.0
Nonresident Alien	52	64	61	53	53	60	13.2

Note: Includes estimates for nonresponse and underreporting. Details may not add to total because of rounding. Data in this table for 1986 differ slightly from the 1989 data presented in the Minorities in Higher Education Status Report because NCES revised its imputation procedure.

(a) Asian American includes Pacific Islanders.

Source: U.S. Department of Education, National Center for Education Statistics, Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988. Washington, DC: U.S. Government Printing Office, June 1990.

Table 4
Total Enrollment in Higher Education by Control of Institution, Race/Ethnicity, and Sex: Biennially, Fall 1978 to Fall 1988

(numbers in thousands)

	1978	1980	1982	1984	1986	1988	Percentage Change 1986-88
MEN	5,621	5,868	5,999	5,859	5,885	5,998	1.9
White, non-Hispanic	4,613	4,773	4,830	4,690	4,647	4,712	1.4
Total Minority	829	885	939	939	1,004	1,051	4.7
African American, non-Hispanic	453	464	458	437	436	443	1.6
Hispanic	213	232	252	254	290	310	6.9
Asian American (a)	126	151	189	210	239	259	8.4
American Indian	37	38	40	38	39	39	0.0
Nonresident Alien	180	211	230	231	233	235	0.9
WOMEN	5,609	6,219	6,389	6,376	6,619	7,045	6.4
White, non-Hispanic	4,581	5,060	5,167	5,125	5,273	5,572	5.7
Total Minority	956	1,064	1,121	1,146	1,234	1,347	9.2
African American, non-Hispanic	601	643	644	639	646	687	6.3
Hispanic	205	240	267	281	328	370	12.8
Asian American (a)	109	135	162	180	209	237	13.4
American Indian	41	46	48	46	51	53	3.9
Nonresident Alien	73	94	101	104	112	126	12.5
PUBLIC	8,770	9,456	9,695	9,458	9,714	10,156	4.6
White, non-Hispanic	7,136	7,656	7,785	7,543	7,654	7,964	4.1
Total Minority	1,466	1,596	1,692	1,695	1,836	1,955	6.5
African American, non-Hispanic	840	876	873	844	854	881	3.2
Hispanic	363	406	446	456	532	587	10.3
Asian American (a)	195	240	296	323	371	406	9.4
American Indian	68	74	77	72	79	81	2.5
Nonresident Alien	167	204	219	219	224	238	6.3
INDEPENDENT	2,461	2,630	2,693	2,777	2,790	2,887	3.5
White, non-Hispanic	2,058	2,177	2,212	2,272	2,267	2,319	2.3
Total Minority	319	354	367	389	402	443	10.2
African American, non-Hispanic	215	231	228	232	228	248	8.8
Hispanic	55	66	74	79	86	93	8.1
Asian American (a)	40	47	55	67	77	91	18.2
American Indian	9	10	10	11	11	11	0.0
Nonresident Alien	85	101	113	116	120	123	2.5

Note: Include estimates for nonresponse and underreporting. Details may not add to total because of rounding. Data in this table for 1986 differ slightly from the 1989 data presented in the Minorities in Higher Education Status Report because NCES revised its imputation procedure.

(a) Asian American includes Pacific Islanders.

Source: U.S. Department of Education, National Center for Education Statistics, Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988. Washington, DC: U.S. Government Printing Office, June 1990.

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Table 5
Undergraduate Enrollment in Higher Education by Race/Ethnicity: Biennially, Fall 1978 to Fall 1988

(numbers in thousands)

	1978	1980	1982	1984	1986	1988	Percentage Change 1986-88
TOTAL	9,757	10,560	10,875	10,610	10,798	11,304	4.6
White, non-Hispanic	7,946	8,556	8,749	8,484	8,558	8,907	4.1
Total Minority	1,642	1,797	1,907	1,911	2,036	2,192	7.6
African American, non-Hispanic	975	1,028	1,028	995	996	1,039	4.3
Hispanic	388	438	485	495	563	631	12.1
Asian American (a)	206	253	313	343	393	437	11.2
American Indian	72	79	82	78	83	86	3.6
Nonresident Alien	169	208	220	216	205	205	0.0

Table 6
Graduate Enrollment in Higher Education by Race/Ethnicity Biennially, Fall 1978 to Fall 1988

(numbers in thousands)

	1978	1980	1982	1984	1986	1988	Percentage Change 1986-88
TOTAL	1,219	1,250	1,235	1,344	1,435	1,472	2.6
White, non-Hispanic	1,019	1,030	1,002	1,087	1,133	1,153	1.8
Total Minority	120	125	123	141	167	167	0.0
African American, non-Hispanic	68	66	61	67	72	76	5.6
Hispanic	24	27	27	32	46	39	-15.2
Asian American (a)	24	28	30	37	43	46	7.0
American Indian	4	4	5	5	5	6	20.0
Nonresident Alien	80	94	108	115	136	151	11.0

Table 7
Professional School Enrollment in Higher Education by Race/Ethnicity: Biennially, Fall 1978 to Fall 1988

(numbers in thousands)

	1978	1980	1982	1984	1986	1988	Percentage Change 1986-88
TOTAL	255	277	278	278	270	267	-1.1
White, non-Hispanic	229	248	246	243	231	223	-3.5
Total Minority	22	26	29	32	36	39	8.3
African American, non-Hispanic	11	13	13	13	14	14	0.0
Hispanic	5	7	7	8	9	9	0.0
Asian American (a)	5	6	8	9	11	14	27.3
American Indian	1	1	1	1	1	1	0.0
Nonresident Alien	3	3	3	3	4	5	25.0

Note: Includes estimates for nonresponse and underreporting. Details may not add to total because of rounding. Data for 1986 in Tables 5 through 7 differ slightly from data presented in the 1989 Minorities in Higher Education Status Report because NCES revised its imputation procedure.

(a) Asian American includes Pacific Islanders.

Source: U.S. Department of Education, National Center for Education Statistics, Trends in Racial/Ethnic Enrollment: Fall 1978 through Fall 1988. Washington, DC: U.S. Government Printing Office, June 1990.

Table 8
Enrollment in Historically Black Colleges and Universities by Race/Ethnicity, Fall 1976 to Fall 1989

	1976	1980	1982	1984	1986	1987	1988	1989	Percentage Change 1987-89
Number of HBCUs (a)	105	102	100	104	104	104	106	104	0
Total Enrollment	212,118	222,220	216,570	216,050	213,114	217,670	230,758	238,946	9.8
African American, non-Hispanic	185,816	185,780	177,000	175,110	176,610	182,020	192,848	199,974	9.9
White, non-Hispanic	18,389	21,480	23,040	23,450	22,784	23,227	25,767	26,962	16.1
Asian American (b)	606	1,340	1,050	1,350	1,207	1,187	1,473	1,568	32.1
Hispanic	463	1,030	1,070	1,560	1,486	1,590	1,746	1,859	16.9
American Indian	183	400	570	240	482	449	254	307	-31.6
Nonresident Alien	6,661	12,200	13,840	14,340	10,545	8,897	8,671	8,273	-7.0

Note: Details may not add to total because of rounding.

(a) These figures represent the number of institutions reporting their enrollment each year.

(b) Asian American includes Pacific Islanders.

Sources: Hill, Susan T., The Traditionally Black Institutions of Higher Education 1860 to 1982. Washington, DC: Government Printing Office, 1984.
National Association for Equal Opportunity Research Institute staff analysis of the U.S. Department of Education, Office for Civil Rights unpublished data, Fall 1984, and 1986 -1989.

Table 9
African American Enrollment in Historically Black Colleges and Universities by Control and Sex, Fall 1986 to Fall 1989

	1986	1987	1988	1989	Percentage Change 1987-89
NUMBER OF HBCUs	104	104	106	104	0.0
All HBCUs	176,610	182,020	192,848	199,974	9.9
Men	73,495	74,447	77,741	79,462	6.7
Women	103,115	107,573	115,107	120,512	12.0
Public HBCUs	120,930	124,749	132,067	137,190	9.9
Men	50,592	51,177	53,206	54,400	6.3
Women	70,338	73,572	78,861	82,790	12.5
Independent HBCUs	55,680	57,271	60,781	62,784	9.6
Men	22,903	23,270	24,535	25,062	7.7
Women	32,777	34,001	36,246	37,722	10.9

Source: National Association for Equal Opportunity in Higher Education Research Institute Annual Fall Enrollment Survey: 1986-1989.

Table 10
Associate Degrees by Race/Ethnicity and Sex, 1985, 1987, and 1989

	1985		1987		1989		Percentage Change 1987-89
	Total	Percent	Total	Percent	Total	Percent	
Total	429,823	100.0	436,308	100.0	429,946	100.0	-1.5
Men (a)	190,417	44.3	190,842	43.7	182,909	42.5	-4.2
Women (b)	239,406	55.7	245,466	56.3	247,037	57.5	0.6
White, non-Hispanic	355,343	82.7	361,815	82.9	353,122	82.1	-2.4
Men	157,278	82.6	158,124	82.9	150,073	82.0	-5.1
Women	198,065	82.7	203,692	83.0	203,049	82.2	-0.3
Minority	68,073	15.8	69,803	16.0	70,456	16.4	0.9
Men	29,443	15.5	30,158	15.8	29,633	16.2	-1.7
Women	38,630	16.1	39,642	16.1	40,823	16.5	3.0
Hispanic	19,407	4.5	19,344	4.4	20,294	4.7	4.9
Men	8,561	4.5	8,764	4.6	9,172	5.0	4.7
Women	10,846	4.5	10,579	4.3	11,122	4.5	5.1
African American, non-Hispanic	35,799	8.3	35,467	8.1	34,411	8.0	-3.0
Men	14,192	7.5	13,956	7.3	12,826	7.0	-8.1
Women	21,607	9.0	21,511	8.8	21,585	8.7	0.3
Asian American (c)	9,914	2.3	11,795	2.7	12,433	2.9	5.4
Men	5,492	2.9	6,175	3.2	6,320	3.5	2.3
Women	4,422	1.8	5,619	2.3	6,113	2.5	8.8
American Indian	2,953	0.7	3,197	0.7	3,318	0.8	3.8
Men	1,198	0.6	1,263	0.7	1,315	0.7	4.1
Women	1,755	0.7	1,933	0.8	2,003	0.8	3.6
Nonresident Alien	6,407	1.5	4,689	1.1	6,368	1.5	35.8
Men	3,696	1.9	2,560	1.3	3,203	1.8	25.1
Women	2,711	1.1	2,129	0.9	3,165	1.3	48.7

Note: Tabulations for years prior to 1985 did not disaggregate associate degrees from less-than-two-year awards. Therefore, the data for earlier years are not shown.

The figures in this table exclude degree recipients whose racial/ethnic status and major field of study could not be imputed; therefore, totals may be smaller than those reported elsewhere. Detail may not sum to totals because of rounding.

The percentage figures for men in each subgroup (Minority, Hispanic, African American, etc.) show the associate degrees awarded to men in that subgroup as a percentage of all associate degrees awarded to men. The percentage figures for women in each subgroup show the associate degrees awarded to women in that subgroup as a percentage of all associate degrees awarded to women. The percentage figures on the total line for each subgroup show the associate degrees awarded to all members of that subgroup as a percentage of all associate degrees.

(a) Figures in the percent columns of this line show the number of degrees awarded to men as a percentage of all degrees awarded in the year specified.

(b) Figures in the percent columns of this line show the number of degrees awarded to women as a percentage of degrees awarded in the year specified.

(c) Includes Pacific Islanders.

Sources: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics Washington, DC: Government Printing Office, 1988, p. 217; 1989, p. 240; 1991, prepublication data.

Table 11
Bachelor's Degrees by Race/Ethnicity and Sex for Selected Years

	1976		1981		1985		1987		1989		Percentage Change 1987-89
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	
Total	918,388	100.0	934,800	100.0	968,311	100.0	991,264	100.0	1,015,239	100.0	2.4
Men	499,602	54.4 (a)	469,625	50.2	476,148	49.2	480,782	48.5	481,687	47.4	0.2
Women	418,786	45.6 (b)	465,175	49.8	492,163	50.8	510,482	51.5	533,552	52.6	4.5
White, non-Hispanic	811,599	88.4	807,319	86.4	826,106	85.3	841,821	84.9	858,186	84.5	1.9
Men	444,682	89.0	406,173	86.5	405,085	85.1	406,751	84.6	406,656	84.4	0.0
Women	366,917	87.6	401,146	86.2	421,021	85.5	435,070	85.2	451,530	84.6	3.8
Minority	91,777	10.0 (c)	104,892	11.2	112,988	11.7	120,139	12.1	130,081	12.8	8.3
Men	44,039	8.8 (d)	47,128	10.0	50,972	10.7	54,433	11.3	57,590	12.0	5.8
Women	47,738	11.4 (e)	57,764	12.4	62,106	12.6	65,706	12.9	72,491	13.6	10.3
Hispanic	17,964	2.0	21,832	2.3	25,874	2.7	26,991	2.7	29,800	2.9	10.4
Men	10,171	2.0	10,810	2.3	12,402	2.6	12,865	2.7	13,920	2.9	8.2
Women	7,793	1.9	11,022	2.4	13,472	2.7	14,127	2.8	15,880	3.0	12.4
African American, non-Hispanic	59,122	6.4	60,673	6.5	57,473	5.9	56,554	5.7	58,016	5.7	2.6
Men	25,634	5.1	24,511	5.2	23,018	4.8	22,498	4.7	22,365	4.6	-0.6
Women	33,488	8.0	36,162	7.8	34,455	7.0	34,056	6.7	35,651	6.7	4.7
Asian American (f)	11,193	1.2	18,794	2.0	25,395	2.6	32,619	3.3	38,219	3.8	17.2
Men	6,318	1.3	10,107	2.2	13,554	2.8	17,250	3.6	19,537	4.1	13.3
Women	4,875	1.2	8,687	1.9	11,841	2.4	15,370	3.0	18,682	3.5	21.5
American Indian	3,498	0.4	3,593	0.4	4,246	0.4	3,975	0.4	4,046	0.4	1.8
Men	1,916	0.4	1,700	0.4	1,998	0.4	1,820	0.4	1,768	0.4	-2.9
Women	1,582	0.4	1,893	0.4	2,248	0.5	2,153	0.4	2,278	0.4	5.8
Nonresident Alien	15,012	1.6	22,589	2.4	29,217	3.0	29,305	3.0	26,972	2.7	-8.0
Men	10,881	2.2	16,324	3.5	20,091	4.2	19,598	4.1	17,441	3.6	-11.0
Women	4,131	1.0	6,265	1.3	9,126	1.9	9,706	1.9	2,278	0.4	-76.5

Note: (a) Degrees awarded to men as a percentage of all bachelor's degrees awarded that year.
(b) Degrees awarded to women as a percentage of all bachelor's degrees awarded that year.
(c) Degrees awarded to this group as a percentage of all bachelor's degrees awarded that year.
(d) Degrees awarded to men in this group as a percentage of all bachelor's degrees awarded to men that year.
(e) Degrees awarded to women in this group as a percentage of all bachelor's degrees awarded to women that year.
(f) Asian American includes Pacific Islanders.

Sources: U.S. Department of Education, Equal Employment Opportunity Commission, "Data on Earned Degrees Conferred from Institutions of Higher Education by Race/Ethnicity 1975-76."
U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, Washington, DC: Government Printing Office, 1989, p. 214, 1991, prepublication data.

Table 12
Master's Degrees by Race/Ethnicity and Sex for Selected Years

	1976		1981		1985		1987		1989		Percentage Change 1987-89
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	
Total	309,263	100.0	294,183	100.0	280,421	100.0	289,349	100.0	308,872	100.0	6.7
Men	165,474	53.5 (a)	145,666	49.5	139,417	49.7	141,269	48.8	148,486	48.1	5.1
Women	143,789	46.5 (b)	148,517	50.5	141,004	50.3	148,080	51.2	160,386	51.9	8.3
White, non-Hispanic	262,771	85.0	241,216	82.0	223,628	79.7	228,870	79.1	241,607	78.2	5.6
Men	139,507	84.3	115,562	79.3	106,059	76.1	105,574	74.7	109,184	73.5	3.4
Women	123,264	85.7	125,654	84.6	117,569	83.4	123,297	83.3	132,423	82.6	7.4
Minority	30,418	9.8 (c)	30,910	10.5	29,841	10.6	30,574	10.6	33,193	10.7	8.6
Men	13,595	8.2 (d)	13,517	9.3	13,684	9.8	14,239	10.1	15,307	10.3	7.5
Women	16,823	11.7 (e)	17,393	11.7	16,157	11.5	16,339	11.0	17,886	11.2	9.5
Hispanic	5,299	1.7	6,461	2.2	6,864	2.4	7,044	2.4	7,270	2.4	3.2
Men	2,868	1.7	3,085	2.1	3,059	2.2	3,330	2.4	3,360	2.3	0.9
Women	2,431	1.7	3,376	2.3	3,805	2.7	3,714	2.5	3,910	2.4	5.3
African American, non-Hispanic	20,345	6.6	17,133	5.8	13,939	5.0	13,867	4.8	14,076	4.6	1.5
Men	7,809	4.7	6,158	4.2	5,200	3.7	5,153	3.6	5,200	3.5	0.9
Women	12,536	8.7	10,975	7.4	8,739	6.2	8,717	5.9	8,876	5.5	1.8
Asian American (f)	3,910	1.3	6,282	2.1	7,782	2.8	8,556	3.0	10,714	3.5	25.2
Men	2,409	1.5	3,773	2.6	4,842	3.5	5,237	3.7	6,247	4.2	19.3
Women	1,501	1.0	2,509	1.7	2,940	2.1	3,319	2.2	4,467	2.8	34.6
American Indian	783	0.3	1,034	0.4	1,256	0.4	1,107	0.4	1,133	0.4	2.3
Men	428	0.3	501	0.3	583	0.4	519	0.4	500	0.3	- 3.7
Women	355	0.2	533	0.4	673	0.5	589	0.4	633	0.4	7.5
Nonresident Alien	16,074	5.2	22,057	7.5	26,952	9.6	29,903	10.3	34,072	11.0	13.9
Men	12,372	7.5	16,587	11.4	19,674	14.1	21,456	15.2	23,995	16.2	11.8
Women	3,702	2.6	5,470	3.7	7,278	5.2	8,445	5.7	10,077	6.3	19.3

Note: (a) Degrees awarded to men as a percentage of all master's degrees awarded that year.
(b) Degrees awarded to women as a percentage of all master's degrees awarded that year.
(c) Degrees awarded to this group as a percentage of all master's degrees awarded that year.
(d) Degrees awarded to men in this group as a percentage of all master's degrees awarded to men that year.
(e) Degrees awarded to women in this group as a percentage of all master's degrees awarded to women that year.
(f) Asian American includes Pacific Islanders.

Sources: U.S. Department of Education, Equal Employment Opportunity Commission, "Data on Earned Degrees Conferred from Institutions of Higher Education by Race/Ethnicity 1975-76."
U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1983-84, pp. 122-123.
U.S. Department of Education, National Center for Education Statistics, "Degrees Conferred" surveys, 1985, 1987, and 1989.

Table 13
First-Professional Degrees by Race/Ethnicity and Sex for Selected Years

	1976		1981		1985		1987		1989		Percent Change
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	1987-89
Total	62,085	100.0	71,340	100.0	71,057	100.0	71,617	100.0	70,758	100.0	-1.2
Men	52,365	84.3 (a)	52,194	73.2	47,501	66.8	46,523	65.0	45,067	63.7	-3.1
Women	9,720	15.7 (b)	19,146	26.8	23,556	33.2	25,094	35.0	25,691	36.3	2.4
White, non-Hispanic	56,332	90.7	64,551	90.5	63,219	89.0	62,688	87.5	61,188	86.5	-2.4
Men	47,819	91.3	47,629	91.3	42,630	89.7	41,149	88.4	39,448	87.5	-4.1
Women	8,513	87.6	16,922	88.4	20,589	87.4	21,539	85.8	21,740	84.6	0.9
Minority	4,924	7.9 (c)	6,120	8.6	6,977	9.8	8,044	11.2	8,590	12.1	6.8
Men	3,847	7.3 (d)	4,028	7.7	4,190	8.8	4,743	10.2	4,935	11.0	4.0
Women	1,077	11.1 (e)	2,092	10.9	2,787	11.8	3,303	13.2	3,655	14.2	10.7
Hispanic	1,079	1.7	1,541	2.2	1,884	2.7	2,051	2.9	2,254	3.2	9.9
Men	915	1.7	1,131	2.2	1,239	2.6	1,303	2.8	1,367	3.0	4.9
Women	164	1.7	410	2.1	645	2.7	748	3.0	887	3.5	18.6
African American, non-Hispanic	2,694	4.3	2,931	4.1	3,029	4.3	3,420	4.8	3,101	4.4	-9.3
Men	2,016	3.8	1,772	3.4	1,623	3.4	1,836	3.9	1,608	3.6	-12.4
Women	678	7.0	1,159	6.1	1,406	6.0	1,585	6.3	1,493	5.8	-5.8
Asian American (f)	962	1.5	1,456	2.0	1,816	2.6	2,269	3.2	2,967	4.2	30.8
Men	753	1.4	991	1.9	1,152	2.4	1,420	3.1	1,811	4.0	27.5
Women	209	2.2	465	2.4	664	2.8	849	3.4	1,156	4.5	36.2
American Indian	189	0.3	192	0.3	248	0.3	304	0.4	268	0.4	-11.8
Men	163	0.3	134	0.3	176	0.4	184	0.4	149	0.3	-19.0
Women	26	0.3	58	0.3	72	0.3	121	0.5	119	0.5	-1.7
Nonresident Alien	829	1.3	669	0.9	861	1.2	885	1.2	980	1.4	10.7
Men	699	1.3	537	1.0	681	1.4	632	1.4	684	1.5	8.2
Women	130	1.3	132	0.7	180	0.8	252	1.0	296	1.2	17.5

Note: (a) Degrees awarded to men as a percentage of all first-professional degrees awarded that year.
(b) Degrees awarded to women as a percentage of all first-professional degrees awarded that year.
(c) Degrees awarded to this group as a percentage of all first-professional degrees awarded that year.
(d) Degrees awarded to men in this group as a percentage of all first-professional degrees awarded to men that year.
(e) Degrees awarded to women in this group as a percentage of all first-professional degrees awarded to women that year.
(f) Asian American includes Pacific Islanders.

Sources: U.S. Department of Education, Equal Employment Opportunity Commission, "Data on Earned Degrees Conferred from Institutions of Higher Education by Race/Ethnicity 1975-76."
U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1983-84, p. 126.
U.S. Department of Education, National Center for Education Statistics, "Degrees Conferred" surveys, 1985, 1987, and 1989.

Table 14
Doctorate Degrees by U.S. Citizenship, Race/Ethnicity, and Sex, 1979 to 1989

	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	Percent Change 1988-1989
Total Doctorates (a)	31,239	31,020	31,357	31,106	31,280	31,332	31,291	31,896	32,367	33,456	34,319	2.6
Men	22,302	21,613	21,465	21,013	20,747	20,633	20,547	20,590	20,941	21,666	21,793	0.6
Women	8,937	9,407	9,892	10,093	10,533	10,699	10,744	11,306	11,426	11,790	12,526	6.2
U.S. Citizens (b)												
All U.S. Citizens	25,464	25,221	25,061	24,388	24,358	24,026	23,363	23,081	22,991	23,172	23,172	0.0
Men	17,580	16,875	16,360	15,559	15,119	14,729	14,217	13,633	13,581	13,667	13,278	-2.8
Women	7,884	8,346	8,701	8,829	9,239	9,297	9,146	9,448	9,410	9,505	9,894	4.1
White	21,920	21,993	21,980	21,677	21,699	21,349	20,757	20,626	20,470	20,685	20,688	0.0
Men	15,261	14,848	14,459	13,987	13,609	13,170	12,805	12,303	12,172	12,296	11,896	-3.3
Women	6,659	7,145	7,521	7,690	8,090	8,179	7,952	8,323	8,298	8,389	8,792	4.8
African American	1,056	1,032	1,013	1,047	922	959	912	823	767	805	811	0.7
Men	551	499	499	483	413	427	379	322	317	311	323	3.9
Women	505	533	514	564	509	526	533	501	450	494	488	-1.2
Hispanic	462	412	464	535	539	536	561	572	619	594	570	-4.0
Men	308	256	275	344	288	314	300	303	333	321	307	-4.4
Women	154	156	189	191	251	222	261	269	286	273	263	-3.7
Asian American	428	458	465	452	492	512	516	531	542	612	624	2.0
Men	311	313	315	281	312	338	329	348	369	413	440	6.5
Women	117	145	150	171	180	174	187	183	173	199	184	-7.5
American Indian	81	75	85	77	81	74	95	99	115	93	93	0.0
Men	56	46	56	44	50	54	39	58	62	51	48	-5.9
Women	25	29	29	33	31	20	56	41	53	42	45	7.1
Non-U.S. Citizens, Total (b)	4,907	4,935	5,221	5,432	5,774	6,054	6,553	6,707	7,187	7,787	8,195	5.2
Men	4,106	4,126	4,360	4,536	4,825	5,024	5,394	5,481	5,839	6,278	6,524	3.9
Women	801	809	861	896	949	1,030	1,159	1,226	1,348	1,509	1,671	10.7

Notes: (a) Includes doctorates with unknown citizenship status and unknown race/ethnicity.
(b) Includes doctorates with unknown race/ethnicity.

Source: National Research Council, Doctorate Records File, various years.

Table 15
Doctorate Degrees by Field, U.S. Citizenship and Race/Ethnicity, 1980, 1988, 1989

	TOTAL				PHYSICAL SCIENCE				ENGINEERING			
	1980	1988	1989	Percent Change 1988-89	1980	1988	1989	Percent Change 1988-89	1980	1988	1989	Percent Change 1988-89
Total Doctorates (a)	31,020	33,456	34,319	2.6	4,111	5,309	5,457	2.8	2,479	4,190	4,530	8.1
American Indian	75	93	93	0.0	5	11	18	63.6	3	4	7	75.0
Asian	2,621	4,771	5,150	7.9	605	1,161	1,262	8.7	740	1,462	1,612	10.3
Black	1,445	1,246	1,229	-1.4	50	69	68	-1.4	57	67	57	-14.9
Hispanic	821	1,045	1,041	-0.4	91	153	150	-2.0	77	125	116	-7.2
White	23,805	23,053	23,112	0.3	3,013	3,388	3,374	-0.4	1,428	2,066	2,196	6.3
U.S. Citizens (b)	25,221	23,172	23,172	0.0	3,072	3,226	3,221	-0.2	1,255	1,778	1,854	4.3
American Indian	75	93	93	0.0	5	11	18	63.6	3	4	7	75.0
Asian American	458	612	624	2.0	75	111	117	5.4	73	141	172	22.0
African American	1,032	805	811	0.7	25	32	35	9.4	11	19	23	21.1
Hispanic	412	594	570	-4.0	27	69	70	1.4	18	43	33	-23.3
White	21,993	20,685	20,688	0.0	2,715	2,913	2,896	-0.6	1,068	1,527	1,572	2.9
Permanent Visas (b)	1,291	1,611	1,605	-0.4	252	252	268	6.3	299	366	361	-1.4
American Indian	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A
Asian	644	621	631	1.6	162	118	136	15.3	205	191	186	-2.6
Black	74	146	135	-7.5	4	9	9	0.0	7	12	9	-25.0
Hispanic	73	98	111	13.3	10	6	13	116.7	9	20	14	-30.0
White	486	668	666	-0.3	70	100	106	6.0	75	124	140	12.9
Temporary Visas (b)	3,644	6,176	6,590	6.7	688	1,477	1,529	3.5	851	1,723	1,924	11.7
American Indian	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A
Asian	1,472	3,510	3,877	10.5	360	922	1,000	8.5	448	1,125	1,252	11.3
Black	331	289	272	-5.9	20	27	24	-11.1	39	36	23	-36.1
Hispanic	328	346	355	2.6	51	75	66	-12.0	49	61	69	13.1
White	1,331	1,676	1,725	2.9	227	374	376	0.5	284	412	485	17.7

(continued)

Table 15 (continued)
Doctorate Degrees by Field, U.S. Citizenship and Race/Ethnicity, 1980, 1988, 1989

	LIFE SCIENCE				SOCIAL SCIENCE				HUMANITIES			
	1980	1988	1989	Percent Change 1988-89	1980	1988	1989	Percent Change 1988-89	1980	1988	1989	Percent Change 1988-89
Total Doctorates (a)	5,461	6,143	6,349	3.4	5,856	5,769	5,972	3.5	3,871	3,553	3,569	0.5
American Indian	7	18	12	-33.3	13	12	18	50.0	3	7	7	0.0
Asian	482	764	839	9.8	320	484	556	14.9	132	197	206	4.6
Black	161	179	177	-1.1	249	250	247	-1.2	127	110	95	-13.6
Hispanic	173	227	222	-2.2	150	188	196	4.3	118	138	131	-5.1
White	4,258	4,425	4,484	1.3	4,691	4,194	4,091	-2.5	3,191	2,791	2,750	-1.5
U.S. Citizens (b)	4,415	4,383	4,519	3.1	4,992	4,315	4,194	-2.8	3,394	2,787	2,711	-2.7
American Indian	7	18	12	-33.3	13	12	18	50.0	3	7	7	0.0
Asian American	102	127	138	8.7	79	85	71	-16.5	40	37	40	8.1
African American	65	71	75	5.6	180	158	163	3.2	97	77	72	-6.5
Hispanic	36	84	84	0.0	93	133	124	-6.8	79	94	83	-11.7
White	3,958	4,019	4,117	2.4	4,402	3,864	3,765	-2.6	3,020	2,528	2,462	-2.6
Permanent Visas (b)	229	304	257	-15.5	196	221	221	0.0	136	168	209	24.4
American Indian	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A
Asian	128	105	108	2.9	66	58	64	10.3	30	32	44	37.5
Black	10	32	24	-25.0	22	37	25	-32.4	7	11	9	-18.2
Hispanic	8	25	21	-16.0	12	15	20	33.3	24	18	25	38.9
White	77	127	90	-29.1	88	97	102	5.2	70	105	123	17.1
Temporary Visas (b)	714	1,062	1,140	7.3	484	707	811	14.7	206	346	343	-0.9
American Indian	0	0	0	N/A	0	0	0	N/A	0	0	0	N/A
Asian	246	525	589	12.2	167	337	423	25.5	59	128	120	-6.3
Black	85	75	75	0.0	44	54	55	1.9	23	21	13	-38.1
Hispanic	129	117	116	-0.9	43	39	51	30.8	14	26	23	-11.5
White	219	275	283	2.9	198	230	231	0.4	100	153	169	10.5

(continued)

Table 15 (continued)
Doctorate Degrees by Field, U.S. Citizenship and Race/Ethnicity, 1980, 1988, 1989

	EDUCATION				PROFESSIONAL-OTHER			
	1980	1988	1989	Percent Change 1988-89	1980	1988	1989	Percent Change 1988-89
Total Doctorates (a)	7,586	6,349	6,280	-1.1	1,656	2,143	2,196	2.5
American Indian	43	35	24	-31.4	1	6	7	16.7
Asian	242	360	330	-8.3	100	343	340	-0.9
Black	701	469	487	3.8	100	102	98	-3.9
Hispanic	183	180	188	4.4	29	34	38	11.8
White	5,919	4,790	4,692	-2.0	1,305	1,399	1,479	5.7
U.S. Citizens (b)	6,749	5,276	5,191	-1.6	1,344	1,407	1,483	5.4
American Indian	43	35	24	-31.4	1	6	7	16.7
Asian American	65	82	55	-32.9	24	29	31	6.9
African American	591	370	389	5.1	63	78	54	-30.8
Hispanic	144	152	151	-0.7	15	19	25	31.6
White	5,652	4,575	4,531	-1.0	1,178	1,259	1,345	6.8
Permanent Visas (b)	112	170	162	-4.7	67	130	127	-2.3
American Indian	0	0	0	N/A	0	0	0	N/A
Asian	28	48	45	-6.3	25	69	48	-30.4
Black	16	38	41	7.9	8	17	18	5.9
Hispanic	8	7	13	85.7	2	7	5	-28.6
White	58	71	58	-18.3	30	44	47	6.8
Temporary Visas (b)	507	479	442	-7.7	192	382	395	3.4
American Indian	0	0	0	N/A	0	0	0	N/A
Asian	145	228	225	-1.3	47	245	260	6.1
Black	91	59	56	-5.1	29	17	26	52.9
Hispanic	30	21	22	4.8	12	7	8	14.3
White	206	140	102	-27.1	97	92	79	-14.1

Note: (a) Total Doctorates number includes unknown citizenship and unknown race.
(b) Totals for other categories include unknown race.

Source: National Research Council, Doctorate Records File, various years.

Table 16
Size and Growth of the Hispanic Population, 1980 and 1989

	1980		1989		
	Number	Percent	Number	Percent	Percentage Change 1980-1989
All Hispanics	14,458	100.0	20,076	100.0	39
Mexican origin	8,654	59.9	12,565	62.6	45
Puerto Rican	1,983	13.7	2,330	11.6	18
Cuban Origin	799	5.5	1,069	5.3	34
Other Hispanics	3,022	20.9	4,111	20.5	36
Central and South American	(N/A)		2,544	12.7	***
Other Hispanic	(N/A)		1,567	7.8	***
Hispanics as a percentage of U.S. population				8.2	

Note: Above figures refer to the civilian noninstitutional population.
(N/A) data not available.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20, No. 444, p. 2.

Table 17
Size and Growth of the Hispanic Population by State, 1980 and 1989
(numbers in thousands)

	1980		1989		Percentage Change
Hispanic by State	Number	Percent (a)	Number	Percent (a)	1980-1989
California	4,537	32	6,762	34	49
Texas	2,996	21	4,313	21	44
New York	1,653	12	1,982	10	20
Florida	851	6	1,586	8	86
Illinois	617	4	855	4	39
Arizona	447	3	725	4	62
New Jersey	486	3	638	3	31
New Mexico	482	3	549	3	14
Colorado	341	2	421	2	23

Note: 1989 figures refer to the civilian noninstitutional population.
1980 figures are modified according to the Extended Administrative Record Method.
(a) This figure represents the percentage of the U.S. Hispanic population within the state.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20, No. 444, p. 3; P-25, No. 1040, pp. 9-10, and 68.

Table 18
Age Distribution of the Non-Hispanic and Hispanic Populations, 1989
(percentages)

	Non-Hispanic	Hispanic	Subgroup by National Origin				
			Mexican	Puerto Rican	Cuban	Central & S. American	Other Hispanic
Under 5	7.4	10.7	11.6	11.1	4.5	9.1	8.9
5 - 17	18.0	24.2	27.5	23.5	12.8	17.3	18.9
18 - 24	10.3	13.1	13.6	11.7	8.7	15.1	9.9
25 - 64	51.8	47.0	43.5	49.0	57.0	55.2	52.7
Over 65	12.5	5.0	3.8	4.7	17.0	3.3	9.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Median Age	33.2	25.9	23.6	26.8	41.4	28.4	29.8

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20, No. 444, pp. 8-9.

Table 19
Adult Educational Attainment of the Non-Hispanic and Hispanic Populations, 1989
(percentages)

	Non-Hispanic	Hispanic	Subgroup by National Origin				
			Mexican	Puerto Rican	Cuban	Central & S. American	Other Hispanic
Adults, ages 25 plus							
Percent completed:							
Less than 5 years of school	1.8	12.2	16.1	9.5	4.3	7.5	5.5
Less than high school	21.2	49.1	57.3	46.0	37.0	34.0	36.3
4 years of high school or more	78.8	50.9	42.7	54.0	63.0	66.0	63.7
4 years of college	21.9	9.9	6.1	9.8	19.8	17.5	12.9
Adults, ages 25 to 34							
Percent completed:							
Less than 5 years of school	0.5	6.1	8.6	1.0	0.0	4.7	0.9
Less than high school	10.8	40.1	50.2	24.1	16.2	29.8	23.0
4 years of high school or more	89.2	59.9	49.8	75.9	83.8	70.2	77.0
4 years of college	25.5	10.9	6.1	12.8	21.0	22.2	14.5
Adults, ages 35 plus							
Percent completed:							
Less than 5 years of school	2.3	15.9	21.0	14.2	5.4	9.7	8.1
Less than high school	25.2	54.7	62.0	58.4	42.1	37.3	43.8
4 years of high school or more	74.8	45.3	38.0	41.6	57.9	62.7	56.2
4 years of college	20.6	9.2	6.2	8.1	19.5	13.8	11.9

Source: Calculated from U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20, No. 444, pp. 8-9.

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Table 20
Employment, Earnings, and Poverty Characteristics of the Non-Hispanic and Hispanic Populations, 1989

	Non-Hispanic	Hispanic	Subgroup by National Origin: Mexican	Puerto Rican	Cuban	Central & S. American	Other Hispanic
Percent of males 16+ in labor force	74.4	80.1	82.2	69.6	76.3	85.4	72.2
Unemployment rate	5.5	7.8	8.3	12.1	6.4	4.6	6.7
Median earnings - males	$21,267	$13,599	$12,107	$16,122	$17,572	$14,930	$16,030
Percent of females 16+ in labor force	57.0	52.4	52.7	41.7	49.1	61.7	53.2
Unemployment rate	4.9	7.8	8.8	5.0	5.7	8.3	5.1
Median earnings - females	$11,245	$9,188	$8,110	$11,241	$11,966	$9,936	$12,104
Percent of all persons below poverty level	11.8	26.7	28.5	33.7	16.5	17.9	22.8
Percent of children under 18 below poverty level	17.3	37.6	37.8	49.0	17.7	27.5	38.0

Source: U.S. Department of Commerce, Current Population Reports, P-20, No. 444, pp. 10-13.

Table 21
High School Completion Rates and Years of School Completed, By Racial/Ethnic Group and Generation, Ages 25-64, United States, 1979 and 1988

Average Number of School Years Completed	Asian 1979	Asian 1988	African American 1979	African American 1988	Mexican Origin 1979	Mexican Origin 1988	Other Hispanic (1) 1979	Other Hispanic (1) 1988	White (non-Hispanic) 1979	White (non-Hispanic) 1988
First Generation	13.0	13.2	11.5	12.5	6.9	7.4	11.0	10.9	12.2	13.2
Second Generation	12.3	13.3	11.7	13.5	9.6	10.9	12.2	12.5	12.4	13.3
Third Generation	11.8	12.5	11.0	11.9	10.4	11.4	10.0	12.1	12.5	13.1
All Generations	12.5	13.0	11.0	12.0	9.0	9.5	10.6	11.3	12.5	13.1
Percentage Completing High School										
First Generation	73	81	68	76	20	34	54	61	57	85
Second Generation	71	91	69	86	45	65	68	78	65	87
Third Generation	60	77	49	71	52	64	46	75	74	86
All Generations	68	81	50	71	39	46	52	65	72	86

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, November 1979 and June 1988.

(1) In this table, Other Hispanic includes Puerto Ricans.

Table 22
Proportion Foreign-Born Among U.S. School-Age Non-Hispanic and Hispanic Populations by Type, 1979 and 1988

	Non-Hispanic	Hispanic	Subgroup by National Origin				
			Mexican	Cuban	Puerto Rican	Central & S. American	Other Hispanic
1979							
Percentage of children aged 5 to17 foreign-born	2.4	22.0	19.6	42.0	31.1	38.9	3.2
Specific origin as percentage of all Hispanics		100.0	63.9	5.5	14.4	6.1	10.2
1988							
Percentage of children aged 5 to17 foreign-born	3.0	21.4	17.7	22.4	26.2	45.3	13.8
Specific origin as percentage of all Hispanics		100.0	67.1	3.1	13.7	9.7	6.4

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey. Tabulation of machine-readable data files, November 1979 and June 1988.

Table 23
Enrollment for Total Population and Hispanics by Age, 1988
(numbers in thousands)

Age Groups	Total Population	Enrollment	Percent Enrolled	Hispanic Population	Hispanic Enrollment	Percent Enrolled	Difference between (Hispanic and Total Population)
3-4	7,318	2,797	38.2	836	205	24.5	-13.7
5-6	7,340	7,044	96.0	824	788	95.6	0.3
7-9	10,744	10,704	99.6	1,210	1,206	99.7	0.0
10-13	13,380	13,340	99.7	1,395	1,392	99.8	0.1
14-15	6,555	6,481	98.9	701	693	98.9	0.0
16-17	7,160	6,561	91.6	625	492	78.7	-12.9
18-19	7,294	4,059	55.6	734	324	44.1	-11.5
20-21	6,974	2,724	39.1	747	125	16.7	-22.3

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20, No. 443, pp. 5-6.

Table 24
Trends in Hispanic High School Completion and Immigration Rates, 1981-1989

(numbers in thousands)

	1981	1982	1983	1984	1985	1986	1987	1988	1989
High school completion rates, Hispanics, ages 18-24	55.8	57.6	54.8	60.1	62.9	59.9	61.2	55.2	55.9
Hispanic international migration	21.2	18.2	17.7	16.6	17.1	16.4	16.0	15.5	(N/A)
Number of Hispanic immigrants	328	292	295	286	306	304	306	308	(NA)
Total number of international immigrants	718	626	605	615	650	660	689	667	(NA)
Hispanics as a percent of total	46	47	49	47	47	46	44	46	

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, P-20, No. 444, p. 3; P-25, No. 1045, p. 79-82; and Table 1 to this report.

Table 25
Enrollment in Higher Education by Type of Institution for Hispanics and White Non-Hispanics, Biennially, Fall 1978 to Fall 1988

(numbers in thousands)

	1978	1980	1982	1984	1986	1988
All Institutions						
Total	11,231	12,067	12,388	12,235	12,504	13,043
Hispanics	417	472	519	535	618	680
Hispanics as percentage of total	3.7	3.9	4.2	4.4	4.9	5.1
Four-Year Institutions						
Total	7,203	7,365	7,648	7,708	7,824	8,175
Hispanics	190	217	229	246	278	296
Hispanics as percentage of total	2.6	2.9	3.0	3.2	3.6	3.6
Two-Year Institutions						
Total	4,028	4,521	4,740	4,527	4,680	4,868
Hispanics	227	255	290	289	345	384
Hispanics as percentage of total	5.6	5.6	6.1	6.4	7.4	7.9
Percentage Enrolled in Two-Year Institutions						
Total	36	37	38	37	37	37
Hispanics	54	54	56	54	55	56

Source: U.S. Department of Education, National Center for Education Statistics, Trends in Racial/Ethnic Enrollment in Higher Education: Fall 1978 through Fall 1988. Washington, DC: U.S. Government Printing Office, June 1990.

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